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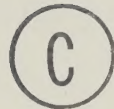
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THE UNIVERSITY OF ALBERTA

STUDENT-PARENT POST-SECONDARY EDUCATIONAL
ASPIRATIONS IN THE VERMILION AREA

by



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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
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ABSTRACT

This study sought: (1) to identify the post-secondary educational aspirations of high school students in the Vermilion region of Alberta, (2) to establish the aspirations of parents for post-secondary education of their children, and (3) to determine the courses that parents would be interested in taking, if such were offered in the community in which their children attend high school.

Two questionnaires were used. The "Student Educational Plans" questionnaire was answered by high school students in the Vermilion area while a "Parent" questionnaire was answered by the parents of those high school students.

The findings of the study indicate that the post-secondary educational aspirations of high school students in the Vermilion region included: (1) Business and commercial, education, and nursing were the areas most frequently chosen for tertiary education. (2) The University of Alberta and the Northern Alberta Institute of Technology (N. A. I. T.) were the most popular institutions which students planned to attend. (3) Selection of the post-secondary institution or location was most often influenced by proximity to home and availability of courses. (4) Edmonton, Lloydminster, and Vermilion respectively, were preferred locations for tertiary studies if appropriate curricula were available. (5) Proximity to home and preference for location were two reasons cited frequently by all students for choosing a particular city or town. (6) Of the 3,900 participating high school students, 1,818(46.6%) stated that they would, while 1,661(42.6%) said that they would not, attend the Alberta Agricultural and Vocational College (A. A. V. C.) at Vermilion if courses of their choice would be offered there. (7) Among the reasons

given for not wishing to attend the A. A. V. C. at Vermilion were preference for larger city over small town, dislike for location, and too far to travel from home.

Among parents' projections and aspirations for tertiary education of their children were: (1) Many parents projected that their children would attend the University of Alberta, N. A. I. T. and the A. A. V. C. at Vermilion. (2) If parents could have chosen the town or city in which they would like to have children take further education beyond high school, their choices would have been Edmonton, Vermilion, and Lloydminster among others. The reasons for the choices included proximity to home, children's ability to live at home, and convenience of transportation. (4) If a preferred program of studies was available at Vermilion, 58.8 percent of the responding parents thought that their children would take such a program there. (5) Too far to travel from home, preference for larger city over small town, and inconvenience of transportation were three reasons given for parents perceiving that their children would not attend at Vermilion.

The majority [879(61.0%)] of the parents answered that they would participate in a course of interest to them should such be offered in the community in which their children attend high school. Crafts, farm business management, and high school credits were areas of study indicated to be of interest to parents.

One of several conclusions that were made was that seventy-five percent of participating high school students in the Alberta Vermilion area aspired to further education beyond high school.

The main recommendation made was that the A. A. V. C. in Vermilion should proceed at a more rapid pace to become a comprehensive community college.

ACKNOWLEDGEMENTS

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Chapter 1

INTRODUCTION

The determination of anticipated post-secondary educational needs and aspirations of future clients is a prerequisite to providing tertiary educational facilities that will meet the largest number of these needs and aspirations. High school students are the largest group of potential future users of such facilities. It was speculated that many of these students are influenced by their parents in making future educational decisions.

This study has requested high school students in the Alberta Vermilion area to express their tertiary educational needs and aspirations. Concurrently, parents of these students were questioned in order to determine their perceptions of their childrens' post-secondary educational plans. Parents' own further educational interests were also to be determined.

The Vermilion area was chosen because of the potential that exists for expanding the educational services of the Vermilion Alberta Agricultural and Vocational College (A. A. V. C.) to meet additional needs.

THE PROBLEM

What are the post-secondary educational needs and aspirations of high school students as perceived by the students and their parents in the Alberta Vermilion region

Sub-Problems

- I. What are the post-secondary educational aspirations of high school students in the Vermilion region of Alberta?
 - A. What programs are the students presently taking in high school?
 - B. What areas are the students planning on studying after graduation from high school?
 - C. Which post-secondary institutions are students planning to attend?
 - D. What are the reasons for the students' institutional choices?
 - E. In which towns or cities would students prefer to study if the appropriate curricula were available?
 - F. What reasons do students give for choosing a particular town or city?
 - G. If a portion of, or the entire course of studies of a student's choice were offered at Vermilion, would the student attend?
 - H. What reasons do students give for not wishing to attend the Alberta Agricultural and Vocational College at Vermilion?

- II. What are the aspirations of parents for post-secondary education of their children in the Alberta Vermilion region?
- A. In what post-secondary educational institutions and programs are parents' children now involved?
 - B. Of those children who are in high school, how many will likely continue their education after high school? At which institution?
 - C. In what town or city would parents like to see their children continue education beyond high school? Why?
 - D. Would the parents' children take post-secondary courses in their area of interest at Vermilion College, should these be available?
 - E. What are the reasons for parents perceiving that their children would not take courses at the Vermilion College?
- III. What courses would parents be interested in taking, if such were offered in the community in which their children attend high school?

SIGNIFICANCE OF THE STUDY

Results of the study can aid in the planning of provisions for post-secondary educational facilities in the Vermilion region of Alberta.

The information obtained will be valuable to the Department of Agriculture and the Vermilion Agricultural and Vocational College in planning the future development of that institution.

Knowledge of prospective student needs and aspirations can aid the Alberta Colleges Commission in arriving at related decisions within its jurisdiction.

Data obtained can assist the University of Alberta under the direction of the Universities Commission to arrive at decisions concerning the feasibility of offering certain university courses in the Vermilion area.

This study may aid decision makers who may be interested in the establishment by the Vermilion College of transfer arrangements with other non-university institutions such as the Northern Alberta Institute of Technology.

SOME DEFINITIONS OF TERMS USED

Alberta Vermilion Area or Region. This is an area outlined by the boundary on the map on page 21 of this thesis. It consists of a major portion of central-eastern Alberta and an adjoining smaller area of Saskatchewan.

Post-Secondary Education. This term refers to education beyond the secondary or high school level. In Alberta, this type of education is presently offered by the four universities, the two institutes of technology, the six public colleges, the three agricultural and vocational colleges and an array of private colleges. Here, the term is used synonymously with "higher" and "tertiary" education.

Agricultural and Vocational College. This is an educational institution established pursuant to the Agricultural and Vocational Colleges Act of Alberta. In The Agricultural and Vocational Colleges

Branch Handbook (1968:1.11/2), it was stated:

Commencing with the 1963-64 college term, objectives have been restated as follows: To offer (a) Vocational Agricultural courses designed to give broad training for those who intend to farm. (b) Broadly based specialized vocational agricultural courses for those interested in specialized types of farming. (c) Vocational courses designed to train students for occupations ancillary to the agricultural industry for College of Agriculture graduates or adult students as may be qualified to enter

Comprehensive Community College. This type of an educational institution is characterized by the following basic manifest functions: (1) guidance (2) provision of transfer, general, terminal and technical-vocational programs (3) community service (4) remedial. Basic latent functions include: (1) the screening process (2) individual development.

DELIMITATIONS

The study was delimited to:

1. the students in the high schools listed in Table 1 on page 20 and shown within the boundary on the map on page 21
2. the parents of high school students in the same area of the Province of Alberta.

LIMITATIONS

The effectiveness of the study in identifying the tertiary educational needs and aspirations of high school students as perceived by the students and their parents in the Alberta Vermilion region was limited by many factors including:

1. the less than 100 percent participation of high schools approached
2. the less than 100 percent participation of students in

the participating high schools

3. the less than 100 percent participation of parents of participating students

4. the respondents' interpretation of the wording of the questions on the questionnaires

5. the limited knowledge of the respondents with respect to some questions at the time of responding

6. the researcher's and his aides' interpretations of replies to questions and the subsequent categorization of these replies

7. the respondents' changing attitudes over time.

ASSUMPTION

It was assumed that:

1. The responses of the participants were legitimate.

THESIS ORGANIZATION

This chapter included the thesis problem, and sub-problems, the significance of the study, several definitions of terms used, delimitations, limitations and an assumption.

In Chapter 2, literature related to the thesis was reviewed.

The research procedure was described in Chapter 3.

Findings were reported in the next three chapters. High school students' perceptions of their post-secondary educational needs and aspirations were considered in Chapter 4. The fifth chapter was devoted to an analysis of parents' perceptions of their adolescents' as well as their own future educational aspirations. In Chapter 6, selected comparisons of parents' and students' res-

ponses to similar questions were made. Several null hypotheses were tested.

In the concluding chapter--Chapter 7, findings were summarized, certain implications and speculations were drawn, and possible extensions to the study were recommended.

A bibliography was followed by appendices which included the questionnaires with their response categorizations, sample computer programs used, and sample letters written.

Chapter 2

A BRIEF CONSIDERATION OF INFORMATION GLEANED AND SELECTED FROM LITERATURE RELATED TO THE PROBLEM AREA

The thesis problem is closely related to the question of the future development of the Alberta Agricultural and Vocational College at Vermilion.

Discussions with the Principal of that College have indicated that present enrollment is below capacity. Why are more students not attending this Institution? What are the post-secondary educational needs and aspirations of high school students in the Vermilion area? Can additional programs be provided by the Vermilion College to meet some additional needs and aspirations? If these programs could be provided, would students attend?

Context of the Thesis Problem

Suggestions have been made that we are being confounded by the rapid change in our environment. Institutions which wish to survive must structure themselves for change. L. Richard Meeth (1967:375) framed his thoughts in the following manner on this subject:

. . . Paradoxically, that men and their institutions will change is the only surety left to all but the most religious. No longer can apathy or complacency rule for long in this rushing social order. Institutions which do not change will be left by the side of the road like an abandoned automobile to be picked apart until only the rusty carcass remains to be towed to the junk yard.

Long range planning is essentially structuring for change. It can best be defined in four steps which also reflect an

orderly process for change: (1) forecasting the future in terms of the present, which amounts to setting the goals for an institution; (2) ascertaining the needs of that future; (3) ascertaining the resources to fulfill that need; (4) making a systematic plan and program to get from the present to the future.

The need for long-range planning has been recognized by the legislators of the Province of Alberta.

The Hon. Robert Clark, Minister of Education for the Province of Alberta (1970:2-3), in stating twelve general guidelines for the post-secondary system included:

10. Decentralization of post-secondary opportunity, wherever economically feasible, will continue to be supported.

12. All post-secondary institutions are expected to seek new and alternative means of conducting their educational affairs so that the quality and efficiency of their educational efforts can continue to improve without a corresponding increase in costs.

The intent in the above statements is clear: The Province of Alberta will decentralize post-secondary facilities if sufficient need exists so that that an educational endeavour can be justified economically. Whatever new programs are initiated, concern is to be maintained for quality and efficiency.

In the same Policy Statement (1970:17) the Minister states:

AGRICULTURAL AND VOCATIONAL COLLEGES

While the Agricultural and Vocational Colleges are directly administered by the Department of Agriculture, the Government views them as being a part of the system of post-secondary institutions serving the Province. In keeping with this view their development is being coordinated with development of other types of post-secondary institutions.

These colleges have provided service for many years and have played a vital role when the majority of the population resided on farms. As the urbanization trend has developed and as the needs of the farm population have changed, the Agricultural and Vocational Colleges have developed programs to satisfy these new needs in related management and technical skills. In this regard further study is underway to determine the functions to be served in the future.

A great deal of work is being done by the Alberta Commission on Educational Planning. One of its many activities was to establish the Post-Secondary Task Force in the fall of 1969. The Interim Proposals of this Task Force indicate (1971:i) that the Body was charged with the responsibility of:

1. ensuring consideration in depth of this level or form of education as a unit or subsystem;
2. examining and evaluating alternative futures for it; and
3. proposing guidelines for its development in the next decade and beyond.

Many future administrative concepts have been put forward by this Task Force under Commissioner Dr. Walter H. Worth. Some will most likely be transformed into provincial legislation. They will, no doubt, have a marked effect on the course of post-secondary education in Alberta; including the future development of the Vermilion A. A. V. College.

There are other provincial departments in addition to the Department of Education, that have responsibilities in the post-secondary education arena. The A. A. V. Colleges, for example, are administered by the Department of Agriculture. Because of this diversity in responsibilities, coordination and development inter-institutionally in post-secondary education may be difficult.

According to the Task Force (1971:59), the objectives of an administrative structure should be:

1. To provide post-secondary educational opportunity for all people capable of benefitting from it.
2. To offer the widest range of programs that can be made available.
3. To provide post-secondary opportunities in geographic locations which are as easily accessible as possible.
4. To provide opportunities which recognize that "college years" should be available to others beside recent high school graduates, that is, to people of all ages, stages of occupational growth, and walks of life.

5. To assure efficiency in planning for construction and operation of institutions throughout the system of post-secondary education.

Arising from these concerns are "Proposed Modifications of Structure and Institutions to 1980." One of the proposals of the Task Force (1971:76) is:

iii) Colleges Commission. This Commission would coordinate the activities of all non-university post-secondary types of educational institutions. We would include in this category the public colleges as well as certain other institutions functioning at present under the aegis of other Government Departments or other branches of the Education Portfolio such as the Agricultural and Vocational Colleges, Institutes of Technology, and other continuing educational institutions and programs. Commissioners and the Chairman would be appointed by the Government.

In an extensive work, Tradition and Transition--Extension Education for the Farm Unit in a Changing Society which is "a study of all agricultural extension services in Alberta with new directions to 1980," the authors recommend the following with respect to Alberta Agricultural and Vocational Colleges (1970:3-11):

We feel that the Agricultural and Vocational Colleges must clarify their objectives. We propose that Olds concentrate on 'Ag Technician' and agricultural certificate programs. Its facilities should be placed under the control of Red Deer College as part of a total regional education effort. It can then concentrate on becoming the main Alberta Extension Centre for agricultural and regional adult education. It would complement the Banff School's metropolitan-emphasis. Vermilion would become a community college with agricultural and extension centre offerings because its geographic isolation is unique. Fairview should remain as an agricultural college as its present form is relevant to its Region. However, it should be 'autonomous.' All of these Colleges would be under the jurisdiction of the Colleges Commission. Lethbridge Community College has an excellent and growing School of Agricultural Education. Under new administration, the former College facilities plus Lethbridge will host Extension Centres.

The present and proposed administrative structures have been included in Figure 1 and Figure 2, respectively.

Agricultural and Vocational Colleges: 1970

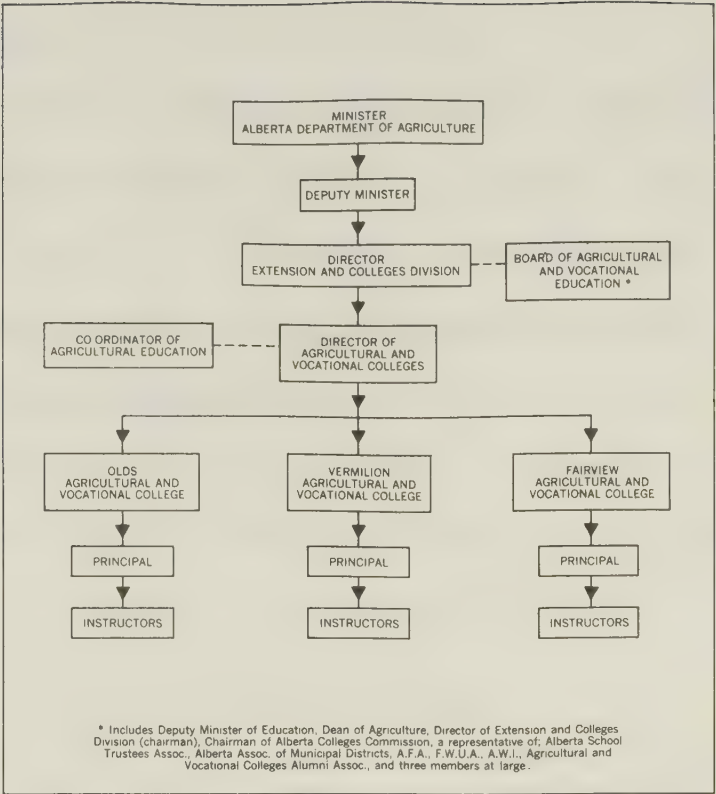
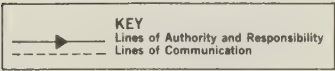


Figure 1
Agricultural and Vocational Colleges: 1970

Agricultural and Vocational Colleges: 1975, 1980

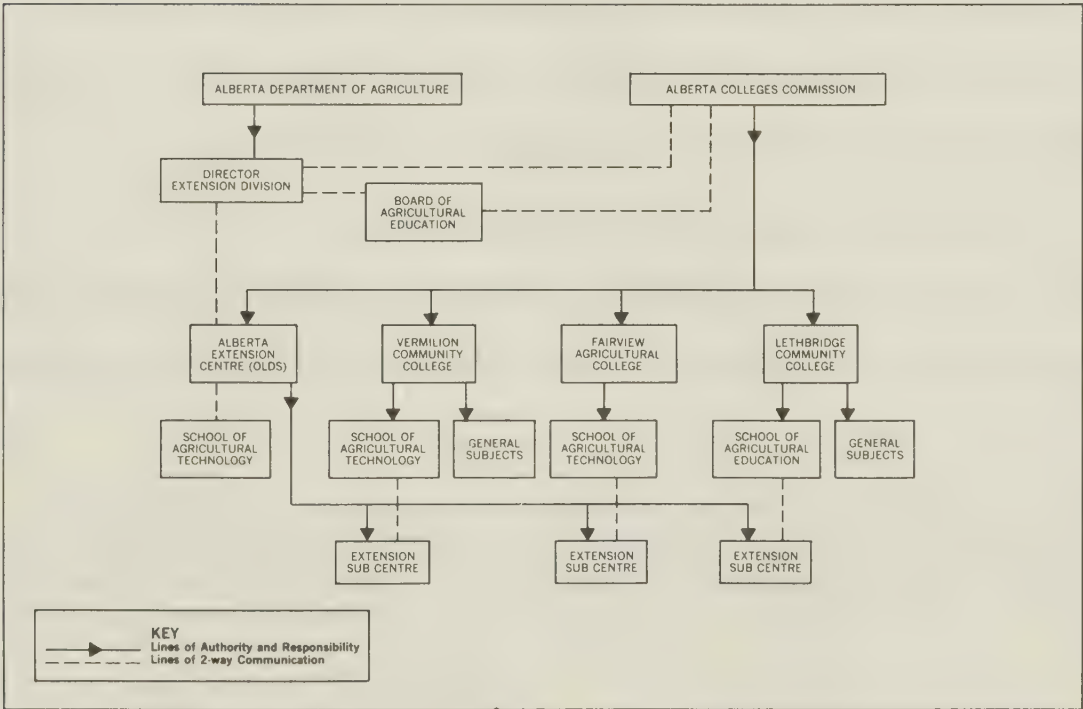


Figure 2
Agricultural and Vocational Colleges: 1975, 1980

Source of Figure 1 and Figure 2:
Farm & Ranch Management Consultants Ltd., Tradition and Transition--Extension Education for the Farm Unit in a Changing Society (Calgary: Farm & Ranch Management Consultants Ltd., December, 1970), Charts 6-5 and 6-6.

Present Program at Vermilion

Although there is a Province-wide concern for the character of future development of post-secondary education, there is also a responsible concern for the A. A. V. Colleges by those guiding their development. Training Courses in Agriculture Available at the Alberta Agricultural & Vocational Colleges by W. J. Collin, Coordinator, Agricultural Education is included in the Appendix B. It is a general overview of the objectives and the nature of programs at the A. A. V. Colleges. According to the document:

- The objectives of the Agricultural Colleges are to:
- (a) Train farmers, farm managers, and farm leaders
 - (b) Train skilled workers for various specific areas of farming
 - (c) Train competent manpower for farm related businesses and services
 - (d) Train technicians and technologists to assist professional agrologists in industry, research and extension.

It is clear that the emphasis is on areas related to agriculture.

Discussions with the Coordinator of Agricultural Education for Alberta and the Principal of the Vermilion College have revealed that both men were concerned for increased comprehensiveness for the College.

According to the 1969 Annual Report of the Extension and Colleges Division--Alberta Department of Agriculture (1970:69), there is indeed an increased comprehensiveness in approach at the Vermilion College:

The adoption of the core approach to curriculum development and the definition of levels of training provided the basis for continued upgrading of programs and the opportunity to offer a wider variety of courses, particularly at the Technician levels.

and in the same Report (1970:69):

Review of all programs and the general objectives of necessity must be a continuous process. There is a general shift in emphasis toward training which will provide a strong background in the basic sciences. This approach provides a more permanent base for changing occupations and future upgrading as well as for training in the various technologies offered.

This trend will, no doubt, continue. There are questions which need to be answered, however. For example; what programs and services should be initiated and promoted?

Surveys

To be able to wisely structure future involvement for a college, one must be sensitive to the present desires and views of the potential client; the student and his immediate advisors--his parents. Among the different methods of gaining information from these people, is to conduct a survey.

As Culbertson and Hencley (1963:244) state: "So long as we are not trying to study cause and effect relationships, surveys are perfectly appropriate."

One should be cognizant of the limitations of surveys.

Among those that Good (1963:248-9) lists are:

1. Information that is not known to the respondents cannot be obtained in surveys;
2. Information that is not salient to the respondents cannot be obtained in a reliable way;
3. A request for information that is considered secret should be avoided, as should questioning that appears to check upon the honesty of the respondent. . . .
4. Information about activities shared by a very small proportion of the population cannot be obtained in a reliable way in cross-section surveys:
5. Data that can be obtained only with very great sampling error do not constitute proper topics of sample surveys;
6. Information obtained from a single survey is less reliable than trend data derived from two or more consecutive surveys made by the same methods.
7. Surveys cannot be aimed at obtaining exact quantitative forecasts of things to come;

Participation in a survey may be refused for any number of reasons. Jennings and Fox (1968:432-3) cite invasion of privacy, violations of established policies or regulations, community opposition and unrest, and contamination from previous surveys.

Questionnaires

Vermilion Project group members other than the undersigned generated the questionnaires (Appendix A and B) which are a combination of restricted, or closed-form type and the open-form, or unrestricted, type. Each type has its advantages and disadvantages. Best (1970: 162-3) notes that:

Even when using the closed form, it is well to provide for unanticipated responses. Providing an "other" category permits the respondent to indicate what might be his most important reason, one that the questionnaire builder had not anticipated.

. . .

For certain types of questionnaire the closed-form questionnaire is entirely satisfactory. It is easy to fill out, takes little time, keeps the respondent on the subject, is relatively objective, and is fairly easy to tabulate and analyze.

The open-form, or unrestricted, type of questionnaire calls for a free response in the respondent's own words. . . .

. . . The open form probably provides for greater depth of response. The respondent reveals his frame of reference and possibly the reasons for his responses. Since it requires greater effort on the part of the respondent, returns are often meager. This type of item is sometimes difficult to interpret, tabulate, and summarize in the research report.

Secondary Students' Vocational Plans

Increasing proportions of high school students enter post-secondary institutions before going into their chosen field of work.

Schoenfeldt (1968:56) found that:

. . . an increasing proportion of each year's high school graduates are continuing their education. During the four-year period of Project TALENT's one-year follow-up surveys, the percentage of students reporting some further education increased from 57 percent to 68 percent.

This 11 percent increment over a four-year period was a substantial shift, possibly reflecting the degree to which high school graduates see the need to acquire additional skills and relevant knowledge necessary to pursue a career. Alternate explanations in accounting for this trend might be increased affluence, the greater availability of educational institutions, improved counselling, or peer pressure.

The choice of a vocation is a high reliability predictor of

what post-secondary program a student will enter. Much has been written on vocational choice.

Holland (1964:97) states that "students make choices in terms of the kind of person they believe themselves to be." Holland describes six basic personality types, each being associated with an environmental model bearing the same name. The types are the Realistic, the Intellectual, the Social, the Conventional, the Enterprising, and the Artistic. According to Holland each personality type seeks out, and is attracted by, environments that offer the satisfaction of needs associated with that type. Therefore, 'Realistic' types would be expected to seek out environments which require uncomplicated abstract thought inputs, while 'Social' types would be expected to seek out surroundings conducive to interaction with others.

Crites (1969) discusses theories of vocational choice under three headings: "Nonpsychological Theories of Vocational Choice, Psychological Theories of Vocational Choice, and General Theories of Vocational Choice."

Crites (1969:79) introduces the dissertation on nonpsychological theories by saying:

. . . The individual enters an occupation solely because of the operation of environmental factors. There are three types of such factors which may determine his course of action: (1) chance or contingency factors, (2) the laws of supply and demand, and (3) the folkways and institutions of society. The theories which deal with the effects of each of these factors upon choice are the accident, economic, and sociological theories of vocational choice, respectively.

Psychological theories of vocational choice, Crites writes (1969:90):

. . . posit that choice is determined, but primarily by the characteristics or functioning of the individual and only indirectly by the environment in which he lives. There are four

major types of psychological theories of choice, (1) trait-and-factor, (2) psychodynamic, (3) developmental, and (4) decision-making, each of which emphasize a different aspect of the individual's behaviour as the basic factor in choice.

The above is sufficient to indicate that there are probably several factors that interact in varying amplitudes for a given individual when he makes a vocational choice.

How accurate are parents' perceptions of their adolescents and their future educational aspirations? In one study by Kemp (1965:58), in which one of the hypotheses was "the degree of congruence between the parents' perception of the personality adjustment of their adolescents and the adolescents' self-perception varies with the number of problems of the adolescents," the following were some of the findings (1965:59-60):

The parents' perceptions of their adolescents who had few problems were significantly different from the adolescents' self perceptions. . . .

The parents' perceptions of their adolescents who had a number of problems (the middle group, mean 14) were, on the whole, not significantly different from the self-perceptions of their adolescents. . . .

The parents' perceptions of their adolescents who had many problems were on the whole not significantly different from the self-perceptions of their adolescents. . . .

An Alberta Study

In 1967 Fisher completed a study entitled Post-Secondary Needs for Medicine Hat and Area. This was a two-part work of research carried out for the Medicine Hat Junior College Advisory Committee. The first part, "Adult Interest in Junior College Education--Medicine Hat" was paralleled by part two, designated "Occupational Plans and Educational Aspirations of Grade XI & XII Students in Southeast Alberta."

This was of interest because certain comparisons could be

made between results of that study and findings in Chapter 4 and Chapter 5 of this thesis.

Future Demand for Post-Secondary Education

The current interest in post-secondary interest is high. Will this be maintained for the remaining years of this century? Dyck (1970:95) forecast:

By the early 1990's it is likely that the average person will spend half of his lifetime engaged in organized educational pursuits. Consequently, it is likely that the demand for post-secondary education will increase sharply over the next three decades, as will the use of leisure time for continuing education. There may be some leveling-off in the demand for post-secondary education after 1980; the leveling-off effect for the use of leisure time in continuing education may take place after 1990. It may be possible some time after the next decade to restandardize values ascribed to post-secondary education and to continuing education so as to diminish this demand. But this could be accomplished only by a vast variety of means, e.g., diversifying roles within the professions, breaking down the division between work and leisure, encouraging self-education, providing greater opportunities for on-the-job training and education.

Summary. An attempt has been made to cast the thesis in the current Alberta post-secondary educational ethos using a brief review of some current literature. Several thoughts on surveys and questionnaires were raised. Secondary students' vocational plans were shown to be related to several environmental factors. Reference was made to another Alberta post-secondary educational study. The citation of a forecast regarding the demand for post-secondary education in the future completed the chapter.

Chapter 3

RESEARCH DESIGN

The study was based on responses to two questionnaires designed by members of the Vermilion project group. The "Student Educational Plans" questionnaire was answered by high school students in the Vermilion area. A "Parent" questionnaire was answered by the parents of these high school students.

Participating High Schools and Their Geographical Location

After permission was obtained from the respective superintendents, thirty-five high schools were approached and asked to participate in the study. Although thirty-two agreed to cooperate, four withdrew, so that responses were received from twenty-eight high schools. These, with their reported enrollments and the number of questionnaires returned, are listed in Table 1.

Locations of the twenty-four central-eastern Alberta high schools and the four Saskatchewan high schools in the adjoining area are shown on the Figure 3 map.

Student Educational Plans Questionnaire

Subjectivity in questionning was stressed to avoid interference with spontaneity of student responses. A sample questionnaire was included in Appendix A on page 99.

Copies of the instrument were mailed to twenty-seven high

Table 1

Reported 1970-71 Enrollments of Participating
High Schools and Number of Questionnaires
Returned by Them to January 31, 1971

High School	Enrollment	Questionnaires Returned
Andrew	105	75
Chauvin	61	59
Daysland	192	173
Derwent	48	48
Glendon	120	99
Grand Center	238	132
Heinsburg	29	29
Innisfree	58	46
Irma	80	73
J. A. Williams (Lac La Biche)	295	259
J. R. Robson (Vermilion)	298	271
Kitscoty	68	63
Lloydminster (Saskatchewan)	634	582
Loon Lake (Saskatchewan)	63	55
Maidstone (Saskatchewan)	115	83
Mannville	138	50
Marwayne	102	97
Neilburg (Saskatchewan)	57	48
New Myrnam (Myrnam)	99	95
Notre Dame (Bonnyville)	180	95
Paradise Hill (Saskatchewan)	76	52
Provost	112	34
Sedgewick	319	279
St. Jeromes (Vermillion)	84	77
Two Hills	165	108
Vegreville	460	416
Viking	174	138
Wainwright	345	313
Total	4,705	3,900

Figure 3

Map of the Vermilion Area (Boundary—) and
the Locations of High Schools (See ○)
Participating in the Study



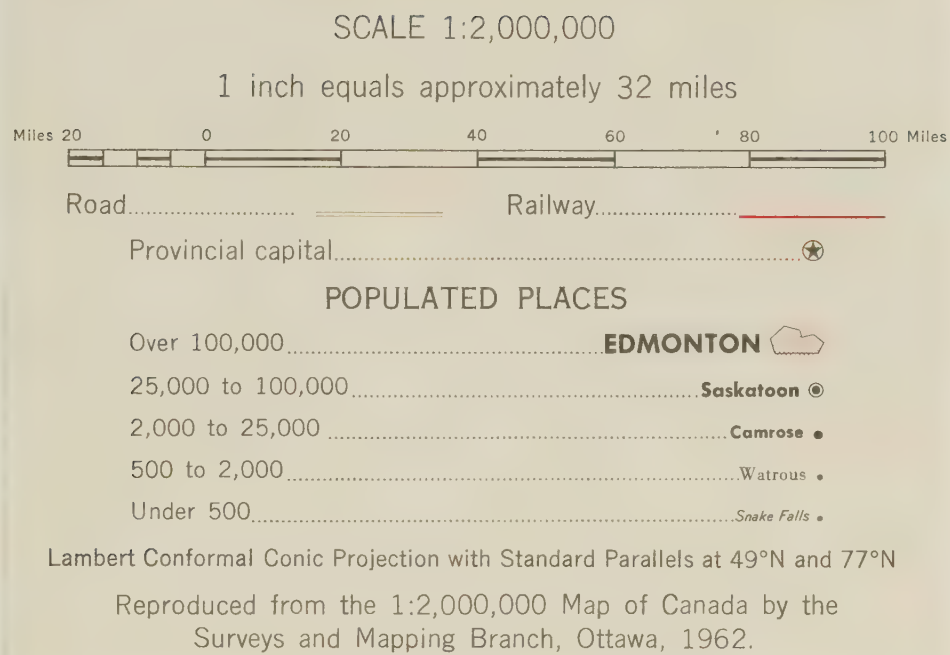


Figure 4

Legend for the Figure 3 Map

schools in central-eastern Alberta and to five high schools in the adjoining region of Saskatchewan. Each high school was to administer the questionnaires and submit them to the College Administration Project, Department of Educational Administration, Faculty of Education at the University of Alberta in Edmonton.

High School Student Population in the Vermilion Area

Of interest was the total high school population within the Vermilion area. Letters (see Appendix C) written to the Alberta Department of Education and the Saskatchewan Department of Education requested the high school student enrollments by grade in the high schools located in the Vermilion regions of Alberta and Saskatchewan, respectively.

Table 2 is a listing of the reported enrollments in grades ten, eleven and twelve of the Alberta Vermilion region high schools, while Table 3 is a similar tabulation for the adjoining Saskatchewan Vermilion area.

These tables portray that in 1970-71, in the Vermilion region, there were 2,776 students in grade ten, 2,262 in grade eleven and 2,589 in grade twelve for a total of 7,626 high school students.

Parent Questionnaire

Again, to avoid interference with spontaneity of parent responses, a high degree of subjectivity in questioning was incorporated. A sample questionnaire appears in Appendix B on page 111.

High school students who were invited to complete and return the "Student Educational Plans" questionnaire were also asked to take a "Parent" questionnaire home. This was to be completed by

Table 2

Alberta Vermilion Area 1970-71 High School
Enrollments by Grade

High School	Grade			Total
	10	11	12	
Andrew	41	34	30	105
Ashmont High	29	25	26	80
Central (Hughenden)	48	32	37	117
Daysland	64	75	53	192
Derwent	20	13	15	48
Dewberry	20	22	16	58
Dr. Folkins (Chauvin)	26	15	20	61
Edgerton	19	24	28	71
E. H. Walter (Paradise Valley)	21	14	18	53
F. G. Miller High (Elk Point)	54	41	34	129
Forestburg	41	43	32	116
Fort Kent	78	55	49	182
Glendon	46	34	40	120
Grand Center	85	37	116	238
H. A. Kostash (Smoky Lake)	71	56	55	182
Heinsburg	16	13	-	29
Innisfree	19	24	15	58
Irma	27	23	30	80
J. A. Williams High (Lac La Biche)	124	68	103	295
J. R. Robson (Vermilion)	110	71	117	298
Kitscoty	18	24	26	68
Mallaig	31	16	32	79
Mannville	60	45	33	138
Marwayne	42	24	36	102
New Myrnam (Myrnam)	39	31	29	99
Notre Dame Sr. High (Bonnyville)	65	65	50	180
Provost	37	18	57	112
Sedgewick Central	106	94	119	319
St. Dominics (Cold Lake)	27	28	31	86
St. Jeromes (Vermilion)	28	21	35	84
St. Paul Regional High	284	190	324	798
St. Thomas Aquinas (Provost)	27	21	24	72
Two Hills High	62	57	46	165
Vegreville Composite	168	148	144	460
Viking	66	51	57	174
Vilna	44	55	43	142
Wainwright High	97	122	126	345
Willingdon	37	25	30	92
Total	2,197	1,754	2,076	6,027

Table 3
Saskatchewan Vermilion Area 1970-71
High School Enrollments by Grade

High School	Grade			Total
	10	11	12	
Hillmond	12	17	8	37
Lashburn	29	17	32	78
Lloydminster Comprehensive	236	185	213	634
Lloydminster Public School District	126	99	110	335
Loon Lake	28	16	19	63
Maidstone	31	55	29	115
Marsden	17	11	18	46
Neilburg	23	25	9	57
Paradise Hill	28	26	22	76
Pierceland	19	23	14	56
St. Walburg	30	34	39	103
Total	579	508	513	1,600

the parents and returned in the stamped, self-addressed envelope to the College Administration Project, Department of Educational Administration, Faculty of Education at the University of Alberta in Edmonton.

Processing of Data

Responses to each questionnaire were categorized and coded for computer processing.

The method of categorization on subjective questions was 'self generating.' A new category was created only when the response was perceived to be sufficiently different from previously established categories. This method was used in order to preserve the high degree of detail and individuality in responses possible with subjective instruments. Provision was made for coding multiple responses.

Categories of responses to the "Student Educational Plans" questionnaire were listed in Appendix A. The number of high school students whose answers have been allocated to each category accompany the classifications.

The classification of responses to the "Parent" questionnaire was recorded in Appendix B together with the number of parents whose answers have been allocated to each category. The "Three Digit Code" from the Dictionary of Occupational Titles (1965:1-24) was used to categorize the occupations of husbands and wives.

One computer program was designed to yield the total number of responses in each category. A cross-tabulation computer program then constructed the desired cross tabulations. Both programs had to be written to accommodate the large amount of data which a

standard program could not accommodate. The two programs used for the student responses were included in Appendix A beginning on page 107. Computer programs for parent response processing were similar, but for card data formats.

Variables with lengthy lists of categories were collapsed (to facilitate generation of abbreviated cross tabulations) on the basis of the number of persons responding in each category. A relatively high number of respondents (not the same number for each variable) in a category assured retention of the category. The remaining classifications were grouped under "Other" and are defined in Appendix A and Appendix B.

Cross tabulations perceived to present valuable information were generated and appear throughout chapters four, five and six of this thesis. Where multiple answers were categorized, only "First Responses" or "First Listings" were used in cross tabulations.

Further Statistical Analysis

A brief non-parametric statistical analysis was undertaken for responses to the following pairs of similar questions on the "Student Educational Plans" questionnaire and the "Parent" questionnaire, respectively: 7a and 8a, 7b and 8b, 8a and 7a, and 8b and 7b.

Chi-square was employed to test the following null hypotheses based on those similar questions:

1. There is no difference in the distribution of affirmative and negative responses by students and by parents, respectively, to the following questions: "If one or more years of the program in your area of interest were to be offered at Vermilion, would you probably take it there?" and " If

one or more years of the program of particular interest to your children were to be offered at Vermilion, would they probably take it there?"

2. There is no significant difference in the distribution of reasons that students and parents give as to why they do not wish themselves or students, respectively, to attend the A. A. V. C. at Vermilion.
3. There is no significant difference in the preference of students and of parents for location of post-secondary educational programs for high school graduates.
4. There is no significant difference in the frequency distribution of reasons that students and parents give as to why they chose a particular location for post-secondary educational programs of students.

Chapter 4

VERMILION AREA HIGH SCHOOL STUDENTS' POST-SECONDARY EDUCATIONAL NEEDS AND ASPIRATIONS

Selected findings as determined by an analysis of responses to the "Student Educational Plans" questionnaire will be presented in this chapter.

A total of 3,900 questionnaires which were received by January 31, 1971 have been processed in this analysis. This represents 82.9 percent of the enrollment of participating high schools and 51.2 percent of the high school student population in the Vermilion region.

The numbers of questionnaires returned by participating high schools were listed in Table 1 on page 20.

It should be noted that in all tabulations "No Response" categories were included. The rubric "Other" incorporated a combination of categories (all are listed in Appendix A beginning on page 101) of lower frequency of response. All percentages given included these two classifications in the same manner as other categories.

PRESENT EDUCATIONAL PATTERNS OF HIGH SCHOOL STUDENTS

Of 1,183 grade twelve respondents, 713(60.3%) disclosed that they were involved in an academic high school program, while 318(26.9%) and 124(10.5%) indicated an involvement in general and vocational high school programs respectively. Present high school programs of students in various grades of high school were summerized in Table 4.

Table 4

High School Programs of Students in Various Grades of High School
Frequency (and Percentage Frequency by Row)

Grade	No Response	P r o g r a m					Total
		Vocational	General	Academic	Combined (Voc. & Ac.)	Combined (Gen. & Ac.)	
No response	1 (20.0)	1 (20.0)	0 (0.0)	3 (60.0)	0 (0.0)	0 (0.0)	5 (100.0)
10	23 (1.6)	199 (13.7)	351 (24.1)	871 (59.8)	12 (0.8)	1 (0.1)	1457 (100.0)
11	6 (0.5)	147 (11.9)	322 (26.1)	756 (61.2)	4 (0.3)	1 (0.1)	1236 (100.0)
12	18 (1.5)	124 (10.5)	318 (26.9)	713 (60.3)	5 (0.4)	5 (0.4)	1183 (100.0)
10-11	0 (0.0)	1 (16.7)	0 (0.0)	5 (83.3)	0 (0.0)	0 (0.0)	6 (100.0)
11-12	0 (0.0)	4 (30.8)	2 (15.4)	7 (53.8)	0 (0.0)	0 (0.0)	13 (100.0)
Total	48 (1.2)	476 (12.2)	993 (25.5)	2355 (60.4)	21 (0.5)	7 (0.2)	3900 (100.0)

POST-SECONDARY EDUCATIONAL PLANS OF HIGH SCHOOL STUDENTS

Types of Programs Students Wish
to Enter at the Tertiary Level

A forced choice section (results in Table 5) and an open response question (results in Table 6) allowed students to project their post-secondary educational involvement.

On the forced choice section, for the first listed responses, 336(28.4%) of the grade twelve participants did not respond, 113(9.6%) showed a preference for business and commercial courses while 96(8.1%) chose education. Third and fourth choices, respectively, were nursing 92(7.8%) and arts 68(5.7%).

Business and commercial, education and nursing were also the three areas most frequently chosen by grade ten and grade eleven students. There was remarkable similarity in percentage distributions between 'Vocational-Technical Diploma' and 'Academic-University Degree' areas, respectively, for all grades: 29.8 and 42.0 percent for grade twelve, 34.1 and 41.3 percent for grade eleven, and 32.7 and 43.2 percent for grade ten. Table 5 portrays the relationships among responses for all areas and high school grades on the forced choice portion.

It is interesting to note that in "Report II" Fisher (1967:28) reports that 43.7 percent of Medicine Hat City, Redcliff and Medicine Hat School Division Number Four grade twelve students planned on post-secondary university course involvement if successful in high school. Of the grade twelve students in "Other School Jurisdictions", 41.8 percent planned likewise. The comparable percentages for grade eleven students were 43.0 and 39.6 respectively.

Table 5

Areas Which Students in the Different Grades of High School
Are Likely to Study at the Post-Secondary Level
Frequency (and Percentage Frequency by Column)

Area	No Response	G r a d e					Total
		10	11	12	10 - 11	11 - 12	
Vocational - Technical Diploma							
No Response	2 (40.0)	353(24.2)	304(24.6)	336(28.4)	0 (0.0)	4 (30.8)	999 (25.6)
Electrical	0 (0.0)	53(3.6)	44(3.6)	45(3.8)	0 (0.0)	3(23.1)	145 (3.7)
Automotive	1 (20.0)	84(5.8)	75(6.1)	53(4.5)	0 (0.0)	0(0.0)	213 (5.5)
Business and Commercial	0 (0.0)	138(9.5)	107(8.7)	113(9.6)	2 (33.3)	2(15.4)	362 (9.3)
Printing, Art and Drafting	0 (0.0)	18(1.2)	21(1.7)	22(1.9)	1 (16.7)	0(0.0)	62 (1.6)
Home Economics	0 (0.0)	48(3.3)	54(4.4)	32(2.7)	0 (0.0)	0(0.0)	134 (3.4)
Extractive Trades	0 (0.0)	62(4.3)	58(4.7)	39(3.3)	0 (0.0)	0(0.0)	159 (4.1)
Mechanical and Construction	1 (20.0)	74(5.1)	61(4.9)	47(4.0)	0 (0.0)	3(23.1)	186 (4.8)
Academic - University Degree							
Agriculture	0 (0.0)	30(2.1)	24(1.9)	14(1.2)	0 (0.0)	0(0.0)	68 (1.7)
Arts	0 (0.0)	70(4.8)	65(5.3)	68(5.7)	0 (0.0)	0(0.0)	203 (5.2)
Business Admin. and Commerce	0 (0.0)	35(2.4)	35(2.8)	17(1.4)	1 (16.7)	0(0.0)	88 (2.3)
Dentistry	0 (0.0)	26(1.8)	25(2.0)	16(1.4)	0 (0.0)	0(0.0)	67 (1.7)
Education	0 (0.0)	104(7.1)	79(6.4)	96(8.1)	0 (0.0)	0(0.0)	279 (7.2)
Engineering	0 (0.0)	42(2.9)	55(4.4)	37(3.1)	1 (16.7)	0(0.0)	135 (3.5)
Household Economics	0 (0.0)	13(0.9)	9(0.7)	7(0.6)	0 (0.0)	0(0.0)	29 (0.7)

Table 5 (continued)

Area	No Response	Grade				Total
		10	11	12	10-11 11-12	
Academic - University Degree						
Law	0 (0.0)	58(4.0)	28(2.3)	25(2.1)	0 (0.0)	111 (2.8)
Library Science	0 (0.0)	3(0.2)	6(0.5)	1(0.1)	0 (0.0)	10 (0.3)
Medicine	0 (0.0)	46(3.2)	31(2.5)	27(2.3)	0 (0.0)	105 (2.7)
Nursing	1 (20.0)	103(7.1)	88(7.1)	92(7.8)	1 (16.7)	285 (7.3)
Pharmacy	0 (0.0)	13(0.9)	14(1.1)	20(1.7)	0 (0.0)	47 (1.2)
Physical Education	0 (0.0)	46(3.2)	25(2.0)	35(3.0)	0 (0.0)	106 (2.7)
Science	0 (0.0)	38(2.6)	28(2.3)	41(3.5)	0 (0.0)	107 (2.7)
Total (Percentage)	5 (100.0)	1457 (100.0)	1236 (100.0)	1183 (100.0)	6 13 (100.0) (100.0)	3900 (100.0)

On the open response section "Other," 887(75.%) of the 1,183 grade twelve students did not respond, and 31(2.6%) indicated a preference for courses in social work. Each of: nursing aide, laboratory technician and undecided were selected by 17(1.4%) of the grade twelve students.

No response 940(76.1%), social work 26(2.1%) and undecided 22(1.8%) were the most frequently encountered answers given by grade eleven students.

The grade ten students chose no response [1,127(77.4%)], social work [39(2.7%)], and R. C. M. P. or police [30(2.1%)] most often.

Twenty-one categories of responses most frequently used by high school students were cross-tabulated with grade in Table 6.

No attempt was made in this study to ascertain the definiteness of student plans. In "Report II" Fisher (1967:12) wrote ". . . 63 percent of the total group of students considered their plans very definite or fairly definite and that 81 percent of the total group had discussed their plans with their parents." Although this was found to be true in Medicine Hat and area, a similar situation in this regard may be true in the Vermilion area.

High School Students' Preference for Institution or Location for Tertiary Education

Of 3,900 high school students who responded, 966(24.8%) chose the University of Alberta in Edmonton, 865(22.2%) chose N.A.I.T. 493(12.6%) did not respond, 326(8.4%) chose Edmonton, 179(4.6%) were undecided, 136(3.5%) chose the University of Saskatchewan, 117(3.0%) chose Saskatoon and 96(2.5%) chose the A.A.V.C. at Vermilion.

Table 6

"Other" Future Areas of Study Indicated by Students in High School Grades
Frequency (and Percentage Frequency by Column)

Area	No Response	G r a d e					Total
		10	11	12	10-11	11-12	
No Response	4 (80.0)	1127(77.4)	940(76.1)	887(75.0)	6(100.0)	9(69.2)	2973 (76.2)
Recreation	0 (0.0)	3(0.2)	6(0.5)	5(0.4)	0(0.0)	0(0.0)	14 (0.4)
Radio, stage & television arts	0 (0.0)	4(0.3)	5(0.4)	9(0.8)	0(0.0)	0(0.0)	18 (0.5)
Nursing aide	0 (0.0)	12(0.8)	16(1.3)	17(1.4)	0(0.0)	0(0.0)	45 (1.2)
Social work	0 (0.0)	39(2.7)	26(2.1)	31(2.6)	0(0.0)	0(0.0)	96 (2.5)
Biological or biochemical sciences	0 (0.0)	3(0.2)	8(0.6)	8(0.7)	0(0.0)	0(0.0)	19 (0.5)
Forestry	0 (0.0)	8(0.5)	7(0.6)	8(0.7)	0(0.0)	0(0.0)	23 (0.6)
R.C.M.P. or police	0 (0.0)	30(2.1)	15(1.2)	9(0.8)	0(0.0)	1(7.7)	55 (1.4)
Armed forces	0 (0.0)	9(0.6)	9(0.7)	6(0.5)	0(0.0)	0(0.0)	24 (0.6)
Secretary or stenographer	0 (0.0)	13(0.9)	14(1.1)	5(0.4)	0(0.0)	0(0.0)	32 (0.8)
Computer science	0 (0.0)	10(0.7)	6(0.5)	11(0.9)	0(0.0)	0(0.0)	27 (0.7)
Beauty Culture	0 (0.0)	8(0.5)	10(0.8)	2(0.2)	0(0.0)	0(0.0)	20 (0.5)
Airline Stewardess	0 (0.0)	14(1.0)	1(0.1)	6(0.5)	0(0.0)	0(0.0)	21 (0.5)
Interior design	0 (0.0)	4(0.3)	8(0.6)	7(0.6)	0(0.0)	0(0.0)	19 (0.5)
Veterinary medicine	0 (0.0)	5(0.3)	8(0.6)	2(0.2)	0(0.0)	0(0.0)	15 (0.4)

Table 6 (continued)

Area	No Response	G r a d e					Total
		10	11	12	10-11	11-12	
Aviation	0 (0.0)	9(0.6)	7(0.6)	7(0.6)	0(0.0)	0(0.0)	23 (0.6)
Laboratory technician	0 (0.0)	4(0.3)	9(0.7)	17(1.4)	0(0.0)	0(0.0)	30 (0.8)
Undecided	0 (0.0)	23(1.6)	22(1.8)	17(1.4)	0(0.0)	0(0.0)	62 (1.6)
Dental Assistant	0 (0.0)	10(0.7)	6(0.5)	15(1.3)	0(0.0)	1(7.7)	32 (0.8)
Education	0 (0.0)	5(0.3)	0(0.0)	1(0.1)	0(0.0)	0 0.0)	6 (0.2)
Not planning to continue	1 (20.0)	10(0.7)	7(0.6)	3(0.3)	0(0.0)	0(0.0)	21 (0.5)
Other (see Appendix A question 4b "other")	0 (0.0)	107(7.3)	106(8.6)	110(9.3)	0(0.0)	2(15.4)	325 (8.3)
Total (Percentage)	5 (100.0)	1457 (100.0)	1236 (100.0)	1183 (100.0)	6 (100.0)	13 (100.0)	3900 (100.0)

From Table 7 it is apparent that approximately one quarter of the students in each grade plan to attend the University of Alberta in Edmonton. A similar percentage of grade eleven and grade twelve students wish to attend N.A.I.T. while somewhat fewer (18.8%) of the grade ten students eventually want to go to N.A.I.T. A significantly lower percentage (2.2) of grade twelve students were undecided as compared to grade ten (5.2%) and grade eleven (6.1%) students.

Calculations based on data in Fisher's "Report II" (1967:28) furnish the following: If successful in their high school program, 20.2 percent of all grade twelve students in the Medicine Hat region expected to attend an Alberta university whereas 11.9 percent planned to enter a university transfer program at Medicine Hat Junior College.

Proximity to the A.A.V.C. at Vermilion did not appear to have a dominant effect in determining what percentage of a high school's students planned to attend there. For example, 12.7 percent of the students from Kitscoty chose to attend the Vermilion College in the future, while only 4.0 percent of the students from the Mannville high school, which is closer to Vermilion, wanted to attend there. Not one student from Derwent declared readiness to go to Vermilion College, but 5.3 percent of the high school students from Notre Dame in Bonnyville, which is approximately three times as far from Vermilion, proclaimed their intention to attend there. Table 8 presents the frequency of the students' preference for tertiary educational institution or locations by high school.

Table 7

High School Students' Preference for Post-Secondary
Educational Institutions and Locations by Grade
Frequency (and Percentage Frequency by Column)

Post-Sec. Educational Institution or Place	No Response	G r a d e					Total
		10	11	12	10-11	11-12	
No Response	1 (20.0)	204(14.0)	130(10.5)	156(13.2)	1(16.7)	1(7.7)	493 (12.6)
U. of A. (Edmonton)	0 (0.0)	351(24.1)	307(24.8)	308(26.0)	0(0.0)	0(0.0)	966 (24.8)
N.A.I.T.	1 (20.0)	274(18.8)	311(25.2)	275(23.2)	1(16.7)	3(23.1)	865 (22.2)
Univ. of Sask.	1 (20.0)	53(3.6)	41(3.3)	40(3.4)	1(16.7)	0(0.0)	136 (3.5)
A.A.V.C. (Vermilion)	1 (20.0)	34(2.3)	29(2.3)	32(2.7)	0(0.0)	0(0.0)	96 (2.5)
Edmonton	0 (0.0)	137(9.4)	103(8.3)	84(7.1)	0(0.0)	2(15.4)	326 (8.4)
Undecided	0 (0.0)	76(5.2)	76(6.1)	26(2.2)	0(0.0)	1(7.7)	179 (4.6)
S.A.I.T.	0 (0.0)	12(0.8)	15(1.2)	18(1.5)	0(0.0)	0(0.0)	45 (1.2)
University	0 (0.0)	26(1.8)	18(1.5)	14(1.2)	0(0.0)	0(0.0)	58 (1.5)
Saskatoon	1 (20.0)	54(3.7)	25(2.0)	32(2.7)	1(16.7)	4(30.8)	117 (3.0)
Other	0 (0.0)	236(16.2)	181(14.6)	198(16.8)	2(33.3)	2(15.4)	619 (15.9)
Total	5	1457	1236	1183	6	13	3900
(Percentage)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)

Table 8

High School Students' Preference for Post-Secondary Educational
Institutions and Locations by High School
Frequency

High School	No Response	I n s t i t u t i o n o r L o c c a t i o n										Total
		U. of A. Edmonton	N. A. I. T.	University of Sask.	A.A.V.C. Vermilion	Edmonton	Undecided	S.A.I.T.	University	Saskatoon	Other	
No Response	1	0	0	0	0	0	0	0	0	0	0	1
Andrew	1	31	31	0	0	3	1	0	0	0	8	75
Chauvin	8	11	18	0	5	6	2	1	2	0	6	59
Daysland	30	30	55	0	5	18	2	3	0	0	30	173
Derwent	0	14	17	0	0	8	0	1	1	1	6	48
Glendon	8	25	21	0	3	9	1	5	4	0	23	99
Grande Center	20	47	42	0	0	10	10	0	8	1	44	182
Heinsburg	5	11	1	0	5	3	0	0	0	0	4	29
Innisfree	3	16	8	0	0	6	5	0	3	0	5	46
Irma	5	17	19	0	4	8	3	2	1	0	14	73
J.A. Williams	55	83	46	0	5	26	10	2	3	0	29	259
J. R. Robson	16	74	43	1	13	32	25	6	10	0	51	271
Kitscoty	7	13	16	0	8	7	3	1	0	1	7	63
Lloydminster	88	103	59	76	7	68	45	1	0	57	78	582
Loon Lake	1	0	0	21	1	0	6	0	0	8	18	55

Table 8 (continued)

High School	No Response	I n s t i t u t i o n o r L o c a t i o n										Total
		U. of A. Edmonton	N.A.I.T.	University of Sask.	A.A.V.C. Vermilion	Edmonton	Undecided	S.A.I.T.	University	Saskatoon	Other	
Maidstone	11	1	3	23	1	3	5	0	1	14	21	83
Mannville	5	14	9	0	2	6	2	2	1	0	9	50
Marwayne	13	22	17	0	5	12	7	2	2	0	17	97
Neilburg	0	0	3	9	1	3	5	0	0	16	11	48
New Myrnam	3	42	38	0	1	3	0	1	1	0	6	95
Notre Dame	5	29	21	0	5	11	3	2	1	0	18	95
Paradise Hill	1	1	0	5	0	3	1	0	0	16	25	52
Provost	2	5	9	0	2	5	3	0	0	0	8	34
Sedgewick	55	54	76	0	3	20	12	3	2	0	54	279
St. Jeromes	13	11	10	1	5	12	0	4	2	0	19	77
Two Hills	3	56	34	0	0	6	1	0	1	0	7	108
Vegreville	66	145	130	0	2	12	8	4	9	0	40	416
Viking	18	36	47	0	2	12	3	2	1	1	16	138
Wainwright	50	75	92	0	11	14	16	3	5	2	45	313
Total	493	966	865	136	96	326	179	45	58	117	619	3900

Factors that Students Listed as
Influencing Selection of the
Institution or Location

Proximity to home [787(20.2%)], availability of courses [453 (11.6%)], personal interest in field [252(6.5%)], institution recognized in field [194(5.0%)], and testimony of other students [149(3.8%)] were five factors stated most frequently by all high school students.

From Table 9 it was noted that there is a similar percentage distribution for each factor for grade ten, eleven and twelve. Three decimal two percent (testimony of other students) was the largest difference among the three grades.

Students' Preference for Town or
City for Location of Post-Secondary
Program of Studies

Edmonton [1,840(47.2%)], Lloydminster [309(7.9%)], Vermilion [225(5.8%)], Calgary [185(4.7%)], Saskatoon [150(3.8%)], Vancouver [71(1.8%)] and Camrose [63(1.6%)], respectively, received the largest number of votes for locations of post-secondary studies. Vermilion was in third place as the choice of grade ten and eleven students but it was the second choice, by number responding, of grade twelve students.

The cross-tabulation of high school students' choice of city or town in which they would prefer to study post-secondary courses, with the students' grade is presented in Table 10. Again, the percentage of the students in each grade who named a particular city or town differs by less than 3.7 percent as is the case for Lloydminster.

Of 3,365 students who specified a city or town, 2,351 (69.9%) named a large city. This was indicative of the continuing urbaniza-

Table 9

Factors Which Influenced High School Students in Their
Selection of the Institution or Location--by Grade
Frequency (and Percentage Frequency by Column)

Factor	No Response	G r a d e					Total
		10	11	12	10-11	11-12	
No Response	1(20.0)	369(25.3)	286(23.1)	264(22.3)	1(16.7)	3(23.1)	924 (23.7)
Entrance requirements	0(0.0)	12(0.8)	28(2.3)	34(2.9)	0(0.0)	0(0.0)	74 (1.9)
Proximity to home	2(40.0)	276(18.9)	252(20.4)	252(21.3)	0(0.0)	5(38.5)	787 (20.2)
Availability of courses	0(0.0)	153(10.5)	152(12.3)	146(12.3)	0(0.0)	2(15.4)	453 (11.6)
Personal interest in field	1(20.0)	75(5.1)	94(7.6)	80(6.8)	2(33.3)	0(0.0)	252 (6.5)
Knowledge of opportunities and /or place	0(0.0)	38(2.6)	23(1.9)	33(2.8)	0(0.0)	1(7.7)	95 (2.4)
Institution recognized in field	0(0.0)	79(5.4)	55(4.4)	59(5.0)	1(16.7)	0(0.0)	194 (5.0)
Testimony of other students	0(0.0)	79(5.4)	44(3.6)	26(2.2)	0(0.0)	0(0.0)	149 (3.8)
Relatives live there	0(0.0)	31(2.1)	34(2.8)	13(1.1)	0(0.0)	0(0.0)	78 (2.0)
Preference for location	0(0.0)	41(2.8)	28(2.3)	38(3.2)	0(0.0)	0(0.0)	107 (2.7)
Personal reasons	0(0.0)	41(2.8)	25(2.0)	34(2.9)	1(16.7)	0(0.0)	101 (2.6)
Relative attends	0(0.0)	29(2.0)	11(0.9)	7(0.6)	0(0.0)	0(0.0)	47 (1.2)
Availability of financial support	0(0.0)	3(0.2)	0(0.0)	4(0.3)	0(0.0)	0(0.0)	7 (0.2)
Modern facilities	0(0.0)	24(1.6)	19(1.5)	4(0.3)	0(0.0)	0(0.0)	47 (1.2)
Other	1(20.0)	207(14.2)	185(15.0)	189(16.0)	1(16.7)	2(15.4)	585 (15.0)
Total	5	1457	1236	1183	6	13	3900
(Percentage)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)

Table 10

High School Students' Choice of City or Town in Which They
Would Prefer to Study Post-Secondary Courses--by Grade
Frequency (and Percentage Frequency by Column)

City or Town	No Response	G r a d e					Total
		10	11	12	10-11	11-12	
No Response	1(20.0)	194(13.3)	158(12.8)	180(15.2)	1(16.7)	1(7.7)	535(13.7)
Edmonton	2(40.0)	707(48.5)	592(47.9)	536(45.3)	1(16.7)	2(15.4)	1840(47.2)
Calgary	0(0.0)	56(3.8)	63(5.1)	64(5.4)	1(16.7)	1(7.7)	185(4.7)
Vermilion	0(0.0)	88(6.0)	66(5.3)	71(6.0)	0(0.0)	0(0.0)	225(5.8)
Saskatoon	1(20.0)	61(4.2)	41(3.3)	45(3.8)	1(16.7)	1(7.7)	150(3.8)
Regina	0(0.0)	10(0.7)	6(0.5)	3(0.3)	0(0.0)	1(7.7)	20(0.5)
Vancouver	0(0.0)	30(2.1)	24(1.9)	17(1.7)	0(0.0)	0(0.0)	71(1.8)
Camrose	0(0.0)	25(1.7)	20(1.6)	18(1.5)	0(0.0)	0(0.0)	63(1.6)
Red Deer	0(0.0)	11(0.8)	7(0.6)	5(0.4)	0(0.0)	0(0.0)	23(0.6)
Lloydminster	0(0.0)	122(8.4)	114(9.2)	65(5.5)	2(33.3)	6(46.2)	309(7.9)
Kamloops	0(0.0)	2(0.1)	1(0.1)	41(3.5)	0(0.0)	0(0.0)	44(1.1)
Undecided	0(0.0)	28(1.9)	14(1.1)	20(1.7)	0(0.0)	0(0.0)	62(1.6)
Toronto	0(0.0)	6(0.4)	6(0.5)	9(0.8)	0(0.0)	0(0.0)	21(0.5)
Vegreville	0(0.0)	10(0.7)	18(1.5)	11(0.9)	0(0.0)	0(0.0)	39(1.0)
St. Paul	0(0.0)	12(0.8)	7(0.6)	6(0.5)	0(0.0)	0(0.0)	25(0.6)
Banff	0(0.0)	5(0.3)	6(0.5)	2(0.2)	0(0.0)	0(0.0)	13(0.3)
Other	1(20.0)	90(6.2)	93(7.5)	90(7.6)	0(0.0)	1(7.7)	275(7.1)
Total (Percentage)	5 (100.0)	1457 (100.0)	1236 (100.0)	1183 (100.0)	6 (100.0)	13 (100.0)	3900 (100.0)

tion trend.

Table 11 is a related cross-tabulation but by high school. From this table and the Figure 1 map on page 21 it is evident that there was a preference for locations close to home.

Students Reasons for Choosing
the Above City or Town

From Table 12 it is apparent that proximity to home [941 (24.1%)] and preference for location [280(7.2%)] were the two reasons which were most often given by all grades of high school students for choosing the city or town. Able to live at home [187(4.8%)], relatives live there [174(4.5%)], knowledge of opportunities and/or location [148(3.8%)], and attraction to larger city [144(3.7%)] were other often stated reasons.

Would Students Attend the Alberta
Agricultural and Vocational College
at Vermilion if Courses of Their
Choice Would be Offered There?

As is portrayed in Table 13, 1,818(46.6%) of the 3,900 high school students answered in the affirmative to this question while 1,661(42.6%) answered in the negative. Four hundred and twenty-one (10.8%) did not respond.

A distribution of the responses by high school yields the interesting results in Table 14. Of the 1,818 that would attend, 214(11.8%) were from Lloydminster, 195(10.7%) were from J. R. Robson in Vermilion, 156(8.6%) were from Vegreville, 149(8.2%) were from Wainwright, 115(6.3%) were from Sedgewick and 119(6.5%) were from J. A. Williams in Lac La Biche. Of these 1,818 students, 1,306(71.8%) go to high schools which are located within a sixty mile radius from

Table 11

High School Students' Choice of City or Town in Which They Would Prefer
to Study Post-Secondary Courses--by High School
Frequency

High School	No Response	C i t y o r T o w n														Other	Total
No Response	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Andrew	2	65	0	0	0	0	0	0	0	0	0	0	0	0	0	1	75
Chauvin	9	32	0	0	0	0	0	0	0	0	0	0	0	0	0	2	59
Daysland	31	91	16	4	4	2	0	0	14	3	0	0	0	0	0	9	173
Derwent	1	37	1	5	1	1	0	0	0	1	0	0	0	0	0	2	48
Glendon	13	58	7	6	0	0	0	0	1	0	0	0	0	1	5	5	99
Grande Center	27	99	7	1	1	1	0	0	0	11	0	0	0	2	27	0	182
Heinsburg	5	11	1	5	0	0	0	0	1	0	0	0	0	5	0	0	29
Innisfree	5	31	1	2	0	0	0	0	0	1	0	0	0	1	1	0	46
Irma	3	48	2	6	0	0	0	0	7	0	0	0	0	1	3	0	73
J. A. Williams	55	155	5	3	1	1	0	0	0	8	0	0	0	1	22	0	259
J. R. Robson	19	107	19	93	1	1	0	0	3	1	4	0	0	0	15	0	271
Kitscoty	7	21	2	20	0	1	1	0	0	1	1	0	0	0	3	0	63
Lloydminster	84	101	8	2	43	1	1	0	0	0	6	0	0	0	18	0	582
Loon Lake	4	2	1	0	25	2	2	0	0	1	0	0	0	2	15	0	55

Table 11 (continued)

	C i t y o r T o w n														Other	Total
Edmonton	10	1	4	30	1	1	1	1	0	0	0	0	0	0	8	83
Calgary	22	6	17	252	84	26	126	18	3	14	59	59	4	2	6	50
Vermilion	7	4	6	0	21	6	2	2	0	0	4	5	6	11	8	97
Saskatoon	3	0	2	0	1	1	1	0	2	19	0	0	1	3	4	48
Regina	3	3	1	1	0	0	0	0	2	2	1	2	2	0	0	95
Vancouver	4	4	12	0	0	0	6	0	1	2	1	2	0	0	0	95
Camrose	5	8	0	0	1	15	8	0	0	0	0	0	0	0	3	52
Red Deer	2	2	3	0	0	1	1	0	0	2	0	0	0	0	1	34
Lloydminster	3	0	0	0	1	0	0	0	2	0	0	0	0	0	0	279
Kamloops	1	0	0	0	1	0	0	0	0	0	0	0	0	0	20	77
Undecided	4	1	8	62	21	62	1	1	0	2	0	0	0	0	6	108
Toronto	2	2	3	3	0	0	2	0	2	0	5	0	0	0	23	416
Vegreville	0	1	19	1	4	0	0	0	0	0	0	0	0	0	10	138
St. Paul	0	0	0	0	0	0	0	0	3	0	0	0	0	0	34	313
Banff	1	0	4	13	25	39	21	62	44	309	23	63	71	20	275	3900
No Response	53	19	66	5	15	57	2	3	14	59	4	2	15	6	17	
Total	169	81	252	84	26	126	18	3	14	59	59	4	2	15	6	

Table 12

High School Students' Reasons for Choosing the City or Town Where They
Would Prefer to Pursue Post-Secondary Education--by Grade
Frequency (and Percentage Frequency by Column)

Reasons	No Response	G r a d e					Total
		10	11	12	10-11	11-12	
No Response	2(40.0)	291(20.0)	245(19.8)	256(21.6)	1(16.7)	3(23.1)	798(20.5)
Proximity to home	2(40.0)	362(24.8)	302(24.4)	270(22.8)	1(16.7)	4(30.8)	941(24.1)
Knowledge of opportunities and/or location	0(0.0)	47(3.2)	45(3.6)	56(4.7)	0(0.0)	0(0.0)	148(3.8)
Able to live at home	0(0.0)	57(3.9)	62(5.0)	66(5.6)	1(16.7)	1(7.7)	187(4.8)
Attraction to larger city	0(0.0)	51(3.5)	41(3.3)	52(4.4)	0(0.0)	0(0.0)	144(3.7)
Institution recognized in field	0(0.0)	31(2.1)	31(2.5)	27(2.3)	0(0.0)	0(0.0)	89(2.3)
Relatives live there	0(0.0)	66(4.5)	64(5.2)	44(3.7)	0(0.0)	0(0.0)	174(4.5)
Presence of acquaintences	0(0.0)	34(2.3)	39(3.2)	36(3.0)	0(0.0)	0(0.0)	109(2.8)
Proximity to work opportunities	0(0.0)	32(2.2)	21(1.7)	19(1.6)	0(0.0)	1(7.7)	73(1.9)
That is location of institution	0(0.0)	38(2.6)	19(1.5)	36(3.0)	0(0.0)	0(0.0)	93(2.4)
Preference for location	1(20.0)	107(7.3)	91(7.4)	79(6.7)	2(33.3)	0(0.0)	280(7.2)
Cost of living lower	0(0.0)	20(1.4)	18(1.5)	17(1.4)	0(0.0)	0(0.0)	55(1.4)
Personal reasons	0(0.0)	31(2.1)	31(2.5)	19(1.6)	0(0.0)	0(0.0)	81(2.1)
Opportunities for recreation	0(0.0)	15(1.0)	10(0.8)	21(1.8)	0(0.0)	1(7.7)	47(1.2)
Desire to travel	0(0.0)	6(0.4)	4(0.3)	4(0.3)	0(0.0)	0(0.0)	14(0.4)
Have living accomodation here	0(0.0)	17(1.2)	19(1.5)	8(0.7)	0(0.0)	0(0.0)	44(1.1)
Other	0(0.0)	253(17.3)	194(15.7)	173(14.6)	1(16.7)	3(23.1)	623(16.0)
Total (Percentage)	5 (100.0)	1457 (100.0)	1236 (100.0)	1183 (100.0)	6 (100.0)	13 (100.0)	3900 (100.0)

Table 13

Would Students Take One or More Years of the Program of Their
Choice at Vermillion, if Such Were Offered?--by Grade
Frequency (and Percentage Frequency by Column)

Response	No Response	G r a d e					Total
		10	11	12	10-11	11-12	
No Response	1(20.0)	148(10.2)	124(10.0)	147(12.4)	0(0.0)	1(7.7)	421(10.8)
Yes	1(20.0)	742(50.9)	565(45.7)	500(42.3)	3(50.0)	7(53.8)	1818(46.6)
No	3(60.0)	567(38.9)	547(44.3)	536(45.3)	3(50.0)	5(38.5)	1661(42.6)
Total (Percentage)	5 (100.0)	1457 (100.0)	1236 (100.0)	1183 (100.0)	6 (100.0)	13 (100.0)	3900 (100.0)

Table 14

Would Students Take One or More Years of the Program of Their Choice
at Vermilion, if Such Were Offered?--by High School
Frequency (and Percentage Frequency by Column)

High School	No Response	Response		Total
		Yes	No	
No Response	1(0.2)	0(0.0)	0(0.0)	1(0.0)
Andrew	3(0.7)	22(1.2)	50(3.0)	75(1.9)
Chauvin	4(1.0)	28(1.5)	27(1.6)	59(1.5)
Daysland	25(5.9)	60(3.3)	88(5.3)	173(4.4)
Derwent	0(0.0)	26(1.4)	22(1.3)	48(1.2)
Glendon	13(3.1)	55(3.0)	31(1.9)	99(2.5)
Grande Center	21(5.0)	67(3.7)	94(5.7)	182(4.7)
Heinsburg	0(0.0)	24(1.3)	5(0.3)	29(0.7)
Innisfree	5(1.2)	25(1.4)	16(1.0)	46(1.2)
Irma	5(1.2)	30(1.7)	38(2.3)	73(1.9)
J. A. Williams	37(8.8)	119(6.5)	103(6.2)	259(6.6)
J. R. Robson	11(2.6)	195(10.7)	65(3.9)	271(6.9)
Kitscoty	6(1.4)	46(2.5)	11(0.7)	63(1.6)
Lloyminster	66(15.7)	214(11.8)	302(18.2)	582(14.9)
Loon Lake	3(0.7)	18(1.0)	34(2.0)	55(1.4)
Maidstone	14(3.3)	46(2.5)	23(1.4)	83(2.1)
Mannville	2(0.5)	31(1.7)	17(1.0)	50(1.3)
Marwayne	11(2.6)	44(2.4)	42(2.5)	97(2.5)
Neilburg	2(0.5)	24(1.3)	22(1.3)	48(1.2)
New Myrnam	3(0.7)	58(3.2)	34(2.0)	95(2.4)
Notre Dame	3(0.7)	49(2.7)	43(2.6)	95(2.4)
Paradise Hill	0(0.0)	43(2.4)	9(0.5)	52(1.3)
Provost	4(1.0)	9(0.5)	21(1.3)	34(0.9)
Sedgewick	49(11.6)	115(6.3)	115(6.9)	279(7.2)
St. Jeromes	13(3.1)	51(2.8)	13(0.8)	77(2.0)
Two Hills	4(1.0)	47(2.6)	57(3.4)	108(2.8)
Vegreville	60(14.3)	156(8.6)	200(12.0)	416(10.7)
Viking	12(2.9)	67(3.7)	59(3.6)	138(3.5)
Wainwright	44(10.5)	149(8.2)	120(7.2)	313(8.0)
Total	421(100.0)	1818(100.0)	1661(100.0)	3900(100.0)

Vermilion and 893(49.1%) attend high schools located within a thirty-seven mile radius from Vermilion. All high schools which participated in the study are located within an eighty-three mile radius from Vermilion except Lac La Biche which is 106 air miles from Vermilion. All distances can easily be determined from the map on page 21.

Reasons Given by High School Students
for Not Wanting to Attend the
A. A. V. C. at Vermilion

Preference for larger city over small town [314(8.1%)], dislike for location [219(5.6%)], too far to travel from home [87(2.2%)] and too close to home [82(2.1%)] were the reasons most frequently cited by high school students for not wishing to take one or more years of the program of their choice at Vermilion, if it were offered.

The percentage distribution of students in each grade responding in the categories listed in Table 15 differs by a maximum of only 4.5 percent. Four decimal five percent more grade ten students than grade eleven students did not respond.

In Table 16 the same reasons have been cross-tabulated with high schools.

Table 15

Students' Reasons for Not Wishing to Take One or More Years of the Program
of Their Choice at Vermilion, if Such Were Offered--by Grade
Frequency (and Percentage Frequency by Column)

Reasons	No Response	G r a d e					Total
		10	11	12	10-11	11-12	
No Response	2(40.0)	900(61.8)	708(57.3)	681(57.6)	3(50.0)	8(61.5)	2302(59.0)
Course of studies not available	0(0.0)	26(1.8)	19(1.5)	10(0.8)	0(0.0)	0(0.0)	55(1.4)
Dislike for location	0(0.0)	81(5.6)	57(4.6)	80(6.8)	1(16.7)	0(0.0)	219(5.6)
Lack of familiarity with area	0(0.0)	19(1.3)	16(1.3)	20(1.7)	1(16.7)	0(0.0)	56(1.4)
Prefer larger city over small town	2(40.0)	98(6.7)	92(7.4)	121(10.2)	1(16.7)	0(0.0)	314(8.1)
Too close too home	1(20.0)	26(1.8)	28(2.3)	27(2.3)	0(0.0)	0(0.0)	82(2.1)
Desire to complete education at one institution	0(0.0)	15(1.0)	26(2.1)	23(1.9)	0(0.0)	0(0.0)	64(1.6)
Desire to travel and meet people	0(0.0)	7(0.5)	7(0.6)	4(0.3)	0(0.0)	0(0.0)	18(0.5)
Limited educational opportunities	0(0.0)	18(1.2)	17(1.4)	19(1.6)	0(0.0)	0(0.0)	54(1.4)
More facilities in a large center	0(0.0)	28(1.9)	21(1.7)	17(1.4)	0(0.0)	0(0.0)	66(1.7)
No friends here	0(0.0)	11(0.8)	24(1.9)	9(0.8)	0(0.0)	0(0.0)	44(1.1)
Personal reasons	0(0.0)	23(1.6)	22(1.8)	12(1.0)	0(0.0)	0(0.0)	57(1.5)
Too far to travel from home	0(0.0)	26(1.8)	38(3.1)	21(1.8)	0(0.0)	2(15.4)	87(2.2)
Other	0(0.0)	179(12.3)	161(13.0)	139(11.7)	0(0.0)	3(23.1)	482(12.4)
Total (Percentage)	5 (100.0)	1457 (100.0)	1236 (100.0)	1183 (100.0)	6 (100.0)	13 (100.0)	3900 (100.0)

Table 16

Students' Reasons for Not Wishing to Take One or More Years of the Program
of Their Choice at Vermilion, if Such Were Offered--by High School
Frequency

High School	No Response	Total	Reason												Other	Total
			Course of studies not available	Dislike for location	Lack of familiarity with area	Prefer larger city over small town	Too close to home	Desire to complete education at one institution	Desire to travel and meet people	Limited educational opportunities	More facilities in a larger center	No friends here	Personal Reasons	Too far to travel from home		
No Response	1	1													0	1
Andrew	24	75	0	3	2	5	0	0	2	2	4	2	4	19	8	
Chauvin	33	59	0	5	0	5	1	2	0	2	1	1	0	0	9	
Daysland	97	173	4	7	6	12	0	0	1	1	3	9	2	8	23	
Derwent	25	48	5	1	0	1	0	2	2	0	0	0	0	1	11	
Glendon	65	99	4	3	3	4	0	1	0	1	1	4	1	0	12	
Grande Center	94	182	2	19	2	16	0	3	0	1	2	0	1	6	36	
Heinsburg	24	29	0	0	0	1	0	1	0	0	0	0	2	0	1	
Innisfree	28	46	0	0	0	2	1	0	0	1	3	2	3	0	6	
Irma	36	73	4	3	0	8	4	4	0	0	1	0	0	0	13	
J. A. Williams	172	259	7	12	9	9	2	2	0	1	3	4	9	11	18	
J. R. Robson	204	271	3	4	1	5	10	3	5	1	1	0	0	0	34	

Table 16 (continued)

High School	Reason										No Response	Other	Total
Kitscoty	54	0	0	2	2	3	2	3	0	0	0	0	63
Lloydminster	282	2	2	90	15	7	0	0	2	11	18	73	582
Loon Lake	21	1	4	10	0	0	0	0	0	0	1	9	55
Maidstone	59	3	2	2	0	0	0	0	0	0	3	12	83
Mannville	30	0	1	2	5	1	0	0	1	4	0	4	50
Marwayne	55	1	6	13	9	0	0	0	1	0	0	6	97
Neilburg	29	0	1	4	0	0	0	0	1	0	4	8	48
New Myrnam	58	0	1	10	3	4	0	0	0	2	1	8	95
Notre Dame	53	0	8	6	3	5	3	0	0	0	0	10	95
Paradise Hill	43	0	0	2	2	0	0	0	0	1	1	3	52
Provost	16	0	4	3	0	0	0	0	0	2	3	3	34
Sedgewick	169	3	17	21	4	7	4	2	2	9	1	29	279
St. Jeromes	62	0	0	0	7	0	7	0	1	1	0	4	77
Two Hills	53	1	1	4	0	5	0	0	0	3	6	19	108
Vegreville	220	10	37	48	5	8	0	0	0	2	4	56	416
Viking	91	0	10	7	1	3	1	0	0	0	0	20	138
Wainwright	204	5	15	21	8	3	1	1	1	0	0	47	313
Total	2302	55	219	314	82	64	18	66	44	57	87	482	3900

Chapter 5

PARENTS' PERCEPTIONS OF THEIR HIGH SCHOOL STUDENTS' AND THEIR OWN FUTURE EDUCATIONAL ASPIRATIONS

Selected findings derived from responses to the "Parent" questionnaire will be presented in this chapter.

A total of 1,440 questionnaires were returned by January 31, 1971. The number of questionnaires received from parents whose children attended the named high schools were recorded in Table 17. Completed instruments were received from Edgerton area parents but none from the high school students. Marwayne high school students largely returned their questionnaires, but none were received from parents in that area by January 31, 1971.

It should be noted that in all cross-tabulations "No Response" categories were included. "Other" rubrics incorporated a combination of categories (all are listed in Appendix B beginning on page 112) of lower frequency of parent response. All percentages given treated these two classifications in the same manner as other categories.

EDUCATIONAL INSTITUTIONS THAT THE FAMILY'S CHILDREN ATTENDED IN 1970-71

Number of Pre-School Age Children

A total of 295 pre-school age children were reported. One hundred and eighty-seven respondents reported having one such child, 41 said they had two, 6 cited three, and 2 reported four children.

Table 17

Number of Parent Questionnaires Returned by Parents
with Children in the High Schools Listed

High School	Number of Parent Questionnaires Returned
Andrew	47
Chauvin	15
Daysland	78
Derwent	45
Edgerton	11
Glendon	24
Grand Centre	55
Heinsburg	17
Innisfree	23
Irma	28
J. A. Williams (Lac La Biche)	62
J. R. Robson (Vermilion)	127
Kitscoty	37
Lashburn (Sask.)	22
Lloydminster	163
Loon Lake (Sask.)	14
Maidstone (Sask.)	40
Mannville	29
Neilburg (Sask.)	23
New Myrnam (Myrnam)	51
Notre Dame (Bonnyville)	43
Paradise Hill (Sask.)	18
Provost	23
Sedgewick	120
St. Jeromes (Vermilion)	24
Two Hills	57
Vegreville	102
Viking	53
Wainwright	76
Total	1440

Number of Children in Elementary
School

One thousand two hundred and twenty-five children were reported to be in elementary school. A total of 399 families indicated having one elementary school age child, 230 reported having two, 74 stated three, 25 said four, 5 announced five, 2 said six, and 1 proclaimed seven.

Number of Children in Junior
High School

Nine hundred and fifty-seven children were reported to be in junior high school. One such child was reported by 544 parents, two by 184 respondents, three by 11 families, and four by 3 parents.

Number of Children in High
School

Of the total of 1,841 children reported to be in high school, 1,010 families indicated having one such child, 355 said two, 35 said three, and 4 reported four.

Number of Children at Home and
Beyond High School Age

The responding parents reported having 576 children at home and beyond high school age. One such child was reported by 202 parents, two by 66 parents, and three, four, five, six, seven, eight and nine by 36, 16, 5, 2, 1, 1, and 2 families, respectively.

Other Educational Institutions
that Sons or Daughters Were
Attending (Question 5)

Three hundred and fifty-four parents reported having 438 children in various other educational institutions. There were:

160 students at the University of Alberta in Edmonton, 60 at the Northern Alberta Institute of Technology, 22 at the University of Saskatchewan, 16 at the Alberta Agricultural and Vocational College at Vermilion and 180 at other institutions which are recorded in Appendix B beginning on page 117.

Seventy-nine students were taking education, 42 arts, 29 nursing, 21 engineering, 18 science, 18 secretarial or stenographic, 18 business administration and commerce, 10 agriculture and 9 computer science. The other courses are listed in Appendix B beginning on page 119.

PARENTS' PERCEPTIONS OF THE NUMBER OF THEIR CHILDREN NOW IN HIGH SCHOOL WHO WILL CONTINUE THEIR EDUCATION BEYOND HIGH SCHOOL

Parents' Projections of the Number of Sons Who Will Likely Take More Education After High School

According to this group of parents, 1,114 of their sons would likely be involved in post-secondary education. Lloydminster high school area parents listed 144, J. R. Robson in Vermilion 126, Sedgewick 79, Vegreville 79, and Wainwright 57 to name the highest numbers.

Parents' Projections of the Number of Daughters Who Will Likely Take More Education After High School

These parents projected that 1,259 daughters would likely be involved in tertiary education. One hundred and thirty-six were forecast to come from J. R. Robson in Vermilion, 133 from Lloydminster, 89 from Sedgewick, and 82 from Vegreville. Other areas accounted for the remaining 819 prospective students.

PARENTS' PROJECTIONS OF THE POST-SECONDARY EDUCATIONAL INSTITUTIONS
THAT CHILDREN, WHO WERE IN HIGH SCHOOL
IN 1970-71, WILL LIKELY ATTEND

The twelve most frequently encountered responses have been cross-tabulated against high school in Table 18. Of 1,440 respondents, 355 listed the University of Alberta, 325 named N. A. I. T., 156 said university, 71 were undecided, and 58 cited the A. A. V. C. at Vermilion.

PARENTS' PERCEPTIONS AS TO WHETHER OR NOT CHILDREN WOULD TAKE
ONE OR MORE YEARS OF A PROGRAM OF INTEREST TO THEM
AT VERMILION, SHOULD SUCH BE OFFERED

If an appropriate program was available at Vermilion, 58.8 percent of the responding parents thought that their children would take such a program. The percentages of the parents who answered in the affirmative ranged from a low of 17 percent for Andrew area parents to a high of 95.8 percent for St. Jeromes High School area parents. Parents' responses, by high school, were recorded in Table 19.

PARENTS' EXPLANATIONS AS TO WHY CHILDREN WOULD NOT TAKE ONE
OR MORE YEARS OF A PROGRAM OF THEIR CHOICE
AT VERMILION, IF SUCH WERE OFFERED

Nine hundred and thirty-two (64.7%) of all participating parents did not respond to this question, 57(4.0%) wrote that it was too far to travel from home, 52(3.6%) indicated a preference for a larger city over a small town, 38(2.6%) cited inconvenience of transportation, and 32(2.2%) said that there were no relatives at Vermilion. Additional reasons for parents thinking that their children would not attend the A. A. V. C. at Vermilion were listed in Table 20.

Table 18
Institutions Which Son(s) or Daughter(s) (Who Now Attend High School)
Will Likely Attend After High School Should They
Continue--by High School Now Attended
Frequency

High School	No Response	I n s t i t u t i o n o r L o c a t i o n											Other	Total
No Response	2	3	3	1	1	0	0	0	0	0	0	0	0	13
Andrew	5	11	22	6	0	0	0	1	0	0	0	0	2	47
Chauvin	1	3	5	1	2	0	0	1	0	0	0	0	0	15
Daysland	11	14	23	13	4	1	0	0	1	0	0	0	10	78
Derwent	4	9	12	8	0	3	0	0	0	0	0	0	7	45
Edgerton	4	0	4	0	0	0	0	0	0	0	0	0	2	11
Glendon	4	8	2	2	0	3	0	1	0	0	0	0	2	24
Grand Centre	3	14	18	6	2	0	1	0	1	0	0	0	9	55
Heinsburg	4	4	2	1	4	1	0	0	1	0	0	0	0	17
Innisfree	3	7	6	4	0	0	0	0	0	1	0	0	2	23
Irma	2	6	8	2	3	3	0	0	0	2	0	0	2	28
J. A. Williams	8	28	16	4	1	1	0	1	1	0	0	0	2	62
J. R. Robson	4	35	22	17	4	5	0	4	9	0	0	1	15	127
Kitscoty	3	4	12	3	3	7	0	0	0	0	0	0	5	37
Lashburn	7	1	2	3	2	1	2	0	0	0	0	0	3	22
Lloydminster	12	49	18	15	11	2	14	6	0	0	3	0	20	163

Table 19

Parents' Perception as to Whether or Not Children Would Take
One or More Years of a Program of Interest to Them at
Vermilion, Should Such be Offered--by High School
Frequency (and Percentage Frequency by Row)

High School	No Response	R e s p o n s e		Total
		Yes	No	
No Response	1(7.7)	9(69.2)	3(23.1)	13(100.0)
Andrew	3(6.4)	8(17.0)	36(76.6)	47(100.0)
Chauvin	0(0.0)	11(73.3)	4(26.7)	15(100.0)
Daysland	6(7.7)	30(38.5)	42(53.8)	78(100.0)
Derwent	0(0.0)	40(88.9)	5(11.1)	45(100.0)
Edgerton	4(36.4)	6(54.5)	1(9.1)	11(100.0)
Glendon	1(4.2)	18(75.0)	5(20.8)	24(100.0)
Grand Centre	6(10.9)	20(36.4)	29(52.7)	55(100.0)
Heinsburg	0(0.0)	17(100.0)	0(0.0)	17(100.0)
Innisfree	2(8.7)	13(56.5)	8(34.8)	23(100.0)
Irma	1(3.6)	18(64.3)	9(32.1)	28(100.0)
J. A. Williams	7(11.3)	25(40.3)	30(48.4)	62(100.0)
J. R. Robson	2(1.6)	118(92.9)	7(5.5)	127(100.0)
Kitscoty	2(5.4)	35(94.6)	0(0.0)	37(100.0)
Lashburn (Sask.)	5(22.7)	13(59.1)	4(18.2)	22(100.0)
Lloydminster	8(4.9)	81(49.7)	74(45.4)	163(100.0)
Loon Lake	2(14.3)	7(50.0)	5(35.7)	14(100.0)
Maidstone	2(5.0)	30(75.0)	8(20.0)	40(100.0)
Mannville	0(0.0)	25(86.2)	4(13.8)	29(100.0)
Neilburg	3(13.0)	10(43.5)	10(43.5)	23(100.0)
New Myrnam	0(0.0)	37(72.5)	14(27.5)	51(100.0)
Notre Dame	0(0.0)	25(58.1)	18(41.9)	43(100.0)
Paradise Hill	1(5.6)	16(88.9)	1(5.6)	18(100.0)
Provost	1(4.3)	9(39.1)	13(56.5)	23(100.0)
Sedgewick	13(10.8)	52(43.3)	55(45.8)	120(100.0)
St. Jeromes	1(4.2)	23(95.8)	0(0.0)	24(100.0)
Two Hills	2(3.5)	28(49.1)	27(47.4)	57(100.0)
Vegreville	4(3.9)	48(47.1)	50(49.0)	102(100.0)
Viking	5(9.4)	30(56.6)	18(34.0)	53(100.0)
Wainwright	5(6.6)	45(59.2)	26(34.2)	76(100.0)
Total	87(6.0)	847(58.8)	506(35.1)	1440(100.0)

Table 20
Parents' Explanation as to Why Children Would Not Take One or More Years of a Program of Their Choice at
Vermilion, if Such Were Offered--by High School Child(ren) Is(Are) Presently Attending
Frequency (and Percentage Frequency by Row)

	No Response	Too far to travel from home	Preference for larger city over small town	Inconvenient transportation	No relatives here	Dislike for location	Course of studies not available	More facilities in a larger center	Already decided to attend elsewhere	Course quality would have to be examined	Travelling distance same or closer to Edmonton	Desire to complete education at one institution	Limited educational opportunities	Accommodation	Economic reasons	High quality of instruction elsewhere	Would rather take courses at own home town	Other	Total
High School [that child(ren) attends (attend)]																			
No Response	9(69.2)	2(15.4)	0(0.0)	1(7.7)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1(7.7)	13(100.0)
Andrew	12(25.5)	12(25.5)	1(2.1)	2(4.3)	0(0.0)	2(4.3)	2(4.3)	0(0.0)	0(0.0)	1(2.1)	6(12.8)	1(2.1)	0(0.0)	3(6.4)	2(4.3)	1(2.1)	0(0.0)	2(4.3)	47(100.0)
Chauvin	13(86.7)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1(6.7)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1(6.7)	15(100.0)
Daysland	41(52.6)	11(14.1)	6(7.7)	1(1.3)	1(1.3)	3(3.8)	5(6.4)	0(0.0)	1(1.3)	0(0.0)	1(1.3)	1(1.3)	3(3.8)	0(0.0)	1(1.3)	0(0.0)	0(0.0)	3(3.8)	78(100.0)
Derwent	40(81.8)	0(0.0)	0(0.0)	0(0.0)	1(2.2)	0(0.0)	1(2.2)	0(0.0)	0(0.0)	1(2.2)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1(2.2)	0(0.0)	1(2.2)	45(100.0)
Edgerton	9(81.8)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1(9.1)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1(9.1)	11(100.0)
Glendon	18(75.0)	1(4.2)	0(0.0)	2(8.3)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1(4.2)	0(0.0)	0(0.0)	0(0.0)	2(8.3)	24(100.0)
Grand Centre	25(43.5)	0(0.0)	3(5.5)	6(10.9)	2(3.6)	0(0.0)	2(3.6)	0(0.0)	1(1.8)	3(5.5)	0(0.0)	2(3.6)	0(0.0)	1(1.8)	1(1.8)	0(0.0)	0(0.0)	9(16.4)	55(100.0)
Heinsburg	16(94.1)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1(5.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	17(100.0)
Innisfree	16(69.6)	2(8.7)	0(0.0)	0(0.0)	0(0.0)	1(4.3)	2(8.7)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	2(8.7)	23(100.0)
Irma	20(71.4)	0(0.0)	1(3.6)	2(7.1)	0(0.0)	1(3.6)	0(0.0)	0(0.0)	2(7.1)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1(3.6)	1(3.6)	0(0.0)	0(0.0)	28(100.0)
J. A. Williams	33(53.2)	5(8.1)	3(4.8)	3(4.8)	0(0.0)	1(1.6)	0(0.0)	1(1.6)	3(4.8)	0(0.0)	0(0.0)	1(1.6)	3(4.8)	0(0.0)	0(0.0)	1(1.6)	0(0.0)	4(6.5)	62(100.0)
J. R. Robson	115(90.6)	0(0.0)	1(0.8)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1(0.8)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1(0.8)	0(0.0)	0(0.0)	8(6.5)	127(100.0)
Kitscoty	35(94.6)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	2(5.4)	37(100.0)
Lashburn	18(81.8)	1(4.5)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	3(13.6)	22(100.0)
Lloydminster	94(57.7)	1(0.6)	16(9.8)	0(0.0)	1(0.6)	5(3.1)	4(2.5)	5(3.1)	1(0.6)	1(0.6)	0(0.0)	4(2.5)	1(0.6)	3(1.8)	4(2.5)	1(0.6)	7(4.3)	15(9.2)	163(100.0)
Loon Lake	9(64.3)	0(0.0)	1(7.1)	1(7.1)	0(0.0)	1(7.1)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	2(14.3)	14(100.0)
Maidstone	29(72.5)	4(10.0)	1(2.5)	1(2.5)	0(0.0)	0(0.0)	1(2.5)	0(0.0)	0(0.0)	3(10.3)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	4(10.0)	40(100.0)
Mannville	23(79.3)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1(3.4)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	2(6.9)	29(100.0)
Neilburg	13(56.5)	2(8.7)	2(8.7)	0(0.0)	1(4.3)	0(0.0)	0(0.0)	1(4.3)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	4(17.4)	23(100.0)
New Myram	37(72.5)	0(0.0)	2(3.9)	0(0.0)	1(2.0)	0(0.0)	0(0.0)	3(5.9)	2(3.9)	0(0.0)	0(0.0)	2(3.9)	2(3.9)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	2(3.9)	51(100.0)
Notre Dame	26(60.5)	1(2.3)	0(0.0)	3(7.0)	3(7.0)	2(4.7)	0(0.0)	1(2.3)	2(4.7)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	2(4.7)	0(0.0)	0(0.0)	0(0.0)	3(7.0)	43(100.0)
Paradise Hill	15(83.3)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1(5.6)	0(0.0)	2(11.1)	18(100.0)
Provost	12(52.2)	2(8.7)	1(4.3)	2(8.7)	1(4.3)	2(8.7)	0(0.0)	0(0.0)	0(0.0)	1(4.3)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	2(8.7)	23(100.0)
Sedgewick	65(54.2)	7(5.8)	5(4.2)	8(6.7)	3(2.5)	8(6.7)	0(0.0)	3(2.5)	2(1.7)	2(1.7)	0(0.0)	0(0.0)	0(0.0)	1(0.8)	1(0.8)	0(0.0)	0(0.0)	12(10.0)	120(100.0)
St. Jeromes	24(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	24(100.0)
Two Hills	29(50.9)	4(7.0)	0(0.0)	1(1.8)	4(7.0)	1(1.8)	1(1.8)	3(5.3)	0(0.0)	1(1.8)	2(3.5)	1(1.8)	1(1.8)	1(1.8)	1(1.8)	1(1.8)	0(0.0)	6(10.5)	57(100.0)
Vegreville	52(51.0)	0(0.0)	4(3.9)	4(7.0)	5(4.9)	1(1.0)	4(3.9)	2(2.0)	5(4.9)	2(2.0)	5(4.9)	1(1.0)	1(1.0)	1(1.0)	0(0.0)	1(1.0)	1(1.0)	16(15.7)	102(100.0)
Viking	32(60.4)	2(3.8)	1(1.9)	2(3.8)	5(9.4)	0(0.0)	0(0.0)	0(0.0)	1(1.9)	1(1.9)	2(3.8)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	7(13.2)	53(100.0)
Wainwright	52(68.4)	0(0.0)	4(5.3)	2(2.6)	1(1.3)	1(1.3)	1(1.3)	5(6.6)	2(2.6)	0(0.0)	0(0.0)	1(1.3)	1(1.3)	0(0.0)	0(0.0)	1(1.3)	0(0.0)	5(6.6)	76(100.0)
Total	932(64.7)	57(4.0)	52(3.6)	38(2.6)	32(2.2)	30(2.1)	26(1.8)	24(1.7)	22(1.5)	19(1.3)	17(1.2)	14(1.0)	13(0.9)	13(0.9)	12(0.8)	10(0.7)	8(0.6)	121(8.4)	1440(100.0)

CHOICE OF CITY OR TOWN IN WHICH PARENTS WOULD LIKE TO HAVE CHILDREN TAKE FURTHER EDUCATION BEYOND HIGH SCHOOL

Edmonton [430(29.9%)], Vermilion [265(18.4%)], Lloydminster [194(13.5%)], and Camrose [134(9.3%)] were locations that parents cited most often. Table 21 presents additional locations frequently chosen by parents.

PARENTS' REASONS FOR MAKING THE CHOICE OF CITY OR TOWN IN WHICH THEY WOULD LIKE OT HAVE CHILDREN TAKE FURTHER EDUCATION BEYOND HIGH SCHOOL

Proximity to home [490(34.0%)], ability to live at home [126 (8.7%)], transportation convenient [67(4.7%)], economic reasons [65 (4.5%)], relatives live there [56(3.9%)], and preference for location [50(3.5%)] were reasons most frequently cited by parents. Table 21 has a more extensive listing of reasons.

OCCUPATIONS OF PARENTS

The "Three Digit Code" from the Dictionary of Occupational Titles was used to categorize the occupations of husbands and wives. "Question 1 & 2" in Appendix B on page 114 has listings of rubrics used and the number of responses allocated to each. For purposes of cross-tabulation, the occupational categories were collapsed to one digit according to the above dictionary.

Occupations of Husbands

On the 1,440 returned questionnaires, the information gleaned was that: 737(51.2%) of the husbands were occupied in farming, fishing, forestry and related; 252 (17.5%) held professional, technical or managerial positions; and 99(6.9%) worked in structural fields.

Table 21

Choice of City or Town in Which Parents Would Like
to Have Children Take Further Education Beyond
High School--by Reason for this Choice
Frequency

Reason for Choice	L o c a t i o n											Other	Total
	No Response	Edmonton	Vermilion	Lloydminster	Camrose	Vegreville	Wainwright	Saskatoon	Undecided	calgary	Lac La Biche	Bonnyville	
No Response	84	28	8	1	10	2	2	1	14	0	0	1	161
Proximity to home	1	131	133	63	71	18	8	6	0	1	13	8	490
Able to live at home	0	1	28	59	0	7	9	0	0	0	0	4	126
Transportation convenient	0	26	6	9	12	3	1	3	0	1	3	0	67
Economic reasons	1	6	23	19	2	0	6	0	0	0	0	1	65
Relatives live there	1	39	1	0	2	1	1	3	0	6	2	0	56
Preference for location	0	12	3	7	8	4	1	4	0	4	0	2	50
Preference for small city	0	0	12	4	12	2	1	1	0	0	1	0	45
Availability of courses	0	26	4	0	1	0	0	3	1	0	0	0	38
Have living accommodation here	0	20	2	2	0	1	0	0	0	3	1	0	31
Institution recognized in field	3	18	1	1	1	0	0	2	1	0	0	0	29
That is location of institution	0	17	1	0	1	0	0	2	0	1	0	0	22

Table 21 (continued)

Reason for Choice	No Response	L o c a t i o n											Total
		Edmonton	Vermilion	Lloydminster	Camrose	Vegreville	Wainwright	Saskatoon	Undecided	Calgary	Lac La Biche	Bonnyville	
Would like to see facilities enlarged	0	0	9	6	2	1	0	0	0	0	1	3	22
Because it is the home town	0	0	7	4	0	1	4	0	0	0	1	5	22
Better facilities	0	16	1	1	0	0	0	1	0	0	0	0	19
Proximity to work opportunities	0	13	0	1	0	0	1	2	0	0	0	0	17
Good opportunities	0	7	0	3	1	1	1	0	0	0	0	1	15
Cost of living lower	0	0	3	4	0	1	2	0	0	0	0	1	11
Knowledge of opportunities and/or place	0	8	0	0	1	0	0	3	0	0	0	0	12
Large choice of institutions	0	12	0	0	0	0	0	0	0	0	0	0	12
Not as crowded	0	0	2	0	4	1	0	0	0	1	0	1	9
Other	5	50	21	10	6	5	3	3	3	3	1	11	121
Total	95	430	265	194	134	48	40	32	22	20	20	19	1440

There are seven other rubrics under the "Total" column in Table 23.

From "Question 1 & 2" in Appendix B on page 114, the most frequently named descriptions of the husbands' occupations were selected: 670 were in general farming occupations, 44 were wholesale and retail trade managers and officials, 33 answered "farm couple," 31 were categorized under miscellaneous managers and officials, 31 stated that husbands were retired and 28 husbands were reported deceased.

In 45 cases it was indicated that husbands had two occupations.

Occupations of Wives

A total of 1,074(74.5%) of the wives were in service occupations, 139(9.7%) were in professional or technical or managerial vocations and 92(6.4%) were in clerical and sales. Five other rubrics were listed under the "Total" column in Table 24.

"Question 1 & 2" of Appendix B on page 115 is the three-digit code for the occupation of the wife. Of the 1,440 returned questionnaires, 1,040 had wives listed as homemakers, 79 did not respond and 64 had occupations in education.

Two hundred and ninety-three respondents cited two occupations for the wife.

ASPIRATIONS OF PARENTS FOR ADDITIONAL COURSES FOR THEMSELVES

Parents were asked to respond to: "If a course of interest to you or your spouse were offered in the community in which your children attend high school, would you or your spouse take such a course?"

Eight hundred and seventy-nine (61.0%) of the respondents answered in the affirmative to this question, while 471(32.7%) answered in the negative. Ninety (6.2%) did not respond. Table 22 portrays that parents who had students in the following high schools had the highest frequencies of affirmative responses: Lloydminster 95, J. R. Robson 87 and Sedgewick 67.

Table 23 is a listing of the responses to the above question by the occupational category of the husband. One hundred and seventy-eight respondents (70.6 percent of those with husbands in this category) from families that had husbands in professional, technical and managerial positions answered in the affirmative. Four hundred and thirty-one respondents (58.5 percent of those with husbands in this category) from families that had husbands in farming, fishing, forestry and related answered in the affirmative.

Table 24 is a listing of the responses to the above question by the occupational category of the wife. Six hundred and forty-five (60.1 percent of wives in this category) respondents from households that had wives in service occupations (mostly homemakers) answered in the affirmative.

Kinds of Courses that Would Be of Interest to Parents

The most frequently cited courses were recorded in Table 25. Among these are crafts [170(19.3%)], farm business management [165 (18.8%)], high school credits [52(5.9%)], business management [52 (5.9%)], and business and commercial [45(5.1%)].

It is informative to compare Table 25 with Fisher's findings in "Report II" (1967:61):

Adults in Medicine Hat and Redcliff claim to be most interested in participating in (1) homemaking courses, (2) arts and crafts, (3) sports and leisure activities, (4) parent education, (5) social and political short courses, (6) business and secretarial, (7) technical and vocational, (8) high school credit, (9) university credit, (10) agriculture, (11) in-service for teachers, (12) basic English and (13) pre-high school courses, in that order of importance.

Table 22

Parents' Response to: If a Course of Interest to You or Your Spouse Were Offered in the Community in Which Your Children Attend High School Would You or Your Spouse Take Such a Course? --by High School Frequency (and Percentage Frequency by Row)

High School	No Response	R e s p o n s e		Total
		Yes	No	
No Response	2(15.4)	8(61.5)	3(23.1)	13(100.0)
Andrew	2(4.3)	22(46.8)	23(48.9)	47(100.0)
Chauvin	1(6.7)	7(46.7)	7(46.7)	15(100.0)
Daysland	6(7.7)	45(57.7)	27(34.6)	78(100.0)
Derwent	1(2.2)	27(60.0)	17(37.8)	45(100.0)
Edgerton	3(27.3)	8(72.7)	0(0.0)	11(100.0)
Glendon	2(8.3)	13(54.2)	9(37.5)	24(100.0)
Grand Centre	3(5.5)	44(80.0)	8(14.5)	55(100.0)
Heinsburg	3(17.6)	5(29.4)	9(52.9)	17(100.0)
Innisfree	2(8.7)	13(56.5)	8(34.8)	23(100.0)
Irma	0(0.0)	17(60.7)	11(39.3)	28(100.0)
J. A. Williams	1(1.6)	33(53.2)	28(45.2)	62(100.0)
J. R. Robson	7(5.5)	87(68.5)	33(26.0)	127(100.0)
Kitscoty	3(8.1)	25(67.6)	9(24.3)	37(100.0)
Lashburn	4(18.2)	11(50.0)	7(31.8)	22(100.0)
Lloydminster	17(10.4)	95(58.3)	51(31.3)	163(100.0)
Loon Lake	0(0.0)	9(64.3)	5(35.7)	14(100.0)
Maidstone	1(2.5)	17(42.5)	22(55.0)	40(100.0)
Mannville	0(0.0)	21(72.4)	8(27.6)	29(100.0)
Neilburg	2(8.7)	13(56.5)	8(34.8)	23(100.0)
New Myrnam	1(2.0)	37(72.5)	13(25.5)	51(100.0)
Notre Dame	4(9.3)	27(62.8)	12(27.9)	43(100.0)
Paradise Hill	0(0.0)	13(72.2)	5(27.8)	18(100.0)
Provost	0(0.0)	15(65.2)	8(34.8)	23(100.0)
Sedgewick	8(6.7)	67(55.8)	45(37.5)	120(100.0)
St. Jeromes	1(4.2)	19(79.2)	4(16.7)	24(100.0)
Two Hills	1(1.8)	42(73.7)	14(24.6)	57(100.0)
Vegreville	3(2.9)	64(62.7)	35(34.3)	102(100.0)
Viking	6(11.3)	31(58.5)	16(30.2)	53(100.0)
Wainwright	6(7.9)	44(57.9)	26(34.2)	76(100.0)
Total	90(6.2)	879(61.0)	471(32.7)	1440(100.0)

Table 23

Parents' Response to: If a Course of Interest to You or Your Spouse Were Offered in the Community in Which Your Children Attend High School Would You or Your Spouse Take Such a Course? --by Occupational Category of Husband--Frequency (and Percentage Frequency by Row)

Occupational Category of Husband	No Response	R e s p o n s e		Total
		Yes	No	
No Response	3(3.9)	43(55.8)	31(40.3)	77(100.0)
Professional, technical and managerial	7(2.8)	178(70.6)	67(26.6)	252(100.0)
Clerical and sales	3(7.9)	28(73.7)	7(18.4)	38(100.0)
Service	8(14.8)	27(50.0)	19(35.2)	54(100.0)
Farming, fishing, forestry and related	48(6.5)	431(58.5)	258(35.0)	737(100.0)
Processing	1(11.1)	6(66.7)	2(22.2)	9(100.0)
Machine trades	2(7.4)	24(88.9)	1(3.7)	27(100.0)
Bench Work	0(0.0)	7(70.0)	3(30.0)	10(100.0)
Structural	11(11.1)	59(59.6)	29(29.3)	99(100.0)
Miscellaneous	7(5.1)	76(55.5)	54(39.4)	137(100.0)
Total	90(6.2)	879(61.0)	471(32.8)	1440(100.0)

Table 24

Parents' Response to: If a Course of Interest to You or Your Spouse Were Offered in the Community in Which Your Children Attend High School Would You or Your Spouse Take Such a Course? --by Occupational Category of Wife--Frequency (and Percentage Frequency by Row)

Occupational Category of Wife	No Response	R e s p o n s e		Total
		Yes	No	
No Response	4(5.1)	45(57.0)	30(37.9)	79(100.0)
Professional, technical and managerial	6(4.3)	102(73.4)	31(22.3)	139(100.0)
Clerical and sales	7(7.6)	61(66.3)	24(26.1)	92(100.0)
Service	70(6.5)	645(60.1)	359(33.4)	1074(100.0)
Farming, fishing, forestry and related	2(4.3)	22(47.8)	22(47.8)	46(100.0)
Processing	0(0.0)	0(0.0)	1(100.0)	1(100.0)
Structural	0(0.0)	1(100.0)	0(0.0)	1(100.0)
Miscellaneous	1(12.5)	3(37.5)	4(50.0)	8(100.0)
Total	90(6.2)	879(61.0)	471(32.8)	1440(100.0)

Table 25

The Kinds of Courses that Would be of Interest to Parents--by Response
to the Question as to Whether Interest Does or Does Not Exist
Frequency (and Percentage Frequency by Column)

Kind of Course	No Response	R e s p o n s e		Total
		Yes	No	
No Response	83(92.2)	39(4.4)	464(98.5)	586(40.7)
Crafts	0(0.0)	170(19.3)	0(0.0)	170(11.8)
Farm business management	1(11.1)	165(18.8)	0(0.0)	166(11.5)
High school credits	0(0.0)	52(5.9)	0(0.0)	52(3.6)
Business management	0(0.0)	52(5.9)	0(0.0)	52(3.6)
Business and commercial	0(0.0)	45(5.1)	0(0.0)	45(3.1)
Sewing	0(0.0)	34(9.3)	0(0.0)	34(2.4)
University credit courses	0(0.0)	23(2.6)	0(0.0)	23(1.6)
Bookkeeping	1(1.1)	19(2.2)	0(0.0)	20(1.4)
Business administration and commerce	0(0.0)	19(2.2)	0(0.0)	19(1.3)
Welding	0(0.0)	19(2.2)	0(0.0)	19(1.3)
Mechanics	1(1.1)	17(1.9)	0(0.0)	18(1.2)
Home economics	0(0.0)	15(1.7)	0(0.0)	15(1.0)
Carpentry and woodwork	0(0.0)	15(1.7)	0(0.0)	15(1.0)
Education	0(0.0)	11(1.3)	0(0.0)	11(1.8)
Nursing	0(0.0)	7(0.8)	0(0.0)	7(0.5)
Nursing aide	0(0.0)	7(0.8)	0(0.0)	7(0.5)
Sociology (P.R.)	0(0.0)	7(0.8)	0(0.0)	7(0.5)
Other	4(4.4)	128(14.6)	7(1.5)	139(9.7)
Total	90(100.0)	879(100.0)	471(100.0)	1440(100.0)

Chapter 6

COMPARISONS OF PARENTS' AND STUDENTS' RESPONSES TO SIMILAR QUESTIONS

Four questions included on the "Student Educational Plans" questionnaire (numbers 8a, 8b, 7a and 7b) were similar to four questions (numbers 7a, 7b, 8a and 8b respectively) on the "Parent" questionnaire. In Tables 27, 28 and 29 initial categorizations have been further collapsed. Each rubric in these tables is a representation of certain initial categories depicted by the computer codes which are defined in Appendix A beginning on page 101 for student responses and in Appendix B beginning on page 114 for parent responses.

The Demand for Courses at the Vermilion Alberta Agricultural and Vocational College

On the "Student Educational Plans" questionnaire, one of the questions was:

- 8a. If one or more years of the program in your area of interest were to be offered at Vermillion, would you probably take it there?

The similar question on the "Parent" questionnaire was:

- 7a. If one or more years of the program of particular interest to your children were to be offered at Vermillion, would they probably take it there?

Data in Table 26 revealed that of the total number of students who returned a questionnaire by January 31, 1971, 46.6 percent disclosed that they would take programs at Vermilion if those of interest to them were offered there. On 58.8 percent of the returned parent

questionnaires, the indications were that parents perceive that their children would take programs in the area of their interest at Vermilion, should they be available.

Null Hypothesis. It was hypothesized that: There is no difference in the distribution of affirmative and negative responses by students and by parents to the above questions.

The non-parametric statistical chi-square test as suggested by Siegel (1956:107) for a two by two contingency table was used. Siegel (1956:96) defined the general format of a two by two contingency table as:

	-	+	Total
Group I	A	B	A+B
Group II	C	D	C+D
	A+C	B+D	N

Using this format, chi-square (X^2) was defined by Siegel as:

Table 26

Comparison of Student and Parent Responses to Similar Questions
a) Response by High School Students to: If One or More Years of the Program in Your Area of Interest Were to be Offered in Vermilion, Would You Probably Take it There? b) Response by Parents to: If One or More Years of the Program of Particular Interest to Your Children Were to be Offered at Vermilion, Would They Probably Take it There? --Frequency (and Percentage Frequency by Row)

Respondents	No Response	R e s p o n s e		Total
		Yes	No	
Students	421(10.8)	1818(46.6)	1661(42.6)	3900(100.0)
Parents	87(6.0)	847(58.8)	506(35.1)	1440(100.0)

$$X^2 = \frac{N \left[\left| AD - BC \right| - \frac{N}{2} \right]^2}{(A+B)(C+D)(A+C)(B+D)}$$

Substitution of the "Response" frequencies from Table 26 yielded:

$$X_o^2 = \frac{4832 \left[\left| (1818)(506) - (1661)(847) \right| - \frac{4832}{2} \right]^2}{(1818+1661)(847+506)(1818+847)(1661+506)} = 41.7$$

From Siegel's (1956:249) "Table of Critical Values of Chi Square" with an $\alpha = 0.05$ and one degree of freedom ($df=1$), $X_{table}^2 = 3.84$. Since $X_{obtained}^2$ was greater than X_{table}^2 , the null hypothesis was rejected.

Reasons for Not Taking Courses of Interest at Vermilion

Students and parents were asked to explain why they would not themselves or wish their children, respectively, to take courses of interest to them at the Vermilion A. A. V. C. if such were available.

Factors related to: a) preference for post-secondary educational institutions, living environment and people in other locations 792(20.3%); and b) perceived lower quality of program, staff qualifications, and general image of the A. A. V. C. at Vermilion 285 (7.3%) were frequently cited in reasons given by students.

Parents explanations often included factors related to a) preference for post-secondary educational institutions, living environment and people in other locations; and b) transportation, accomodation, employment and financial problems.

In Table 27 all student and parent responses are comparatively presented in five categories.

Table 27

Comparison of Student and Parent Responses to Similar Questions
 An Abridgement of: a) Reasons Given by Students for Not
 Wishing to Take One or More Years of the Program of
 Their Choice at Vermilion, if It Were Offered, and
 b) Parents' Explanations as to Why Children Would
 Not Take One or More Years of the Program of
 Their Choice at Vermilion, if Such Were
 Offered--Frequency (and Percentage
 Frequency by Column)

Students' Reasons and Parents' Explanations Categorized by Factors Related to:	Student Responses	Parent Responses
No Response	2302(59.0)	932(64.7)
Preference for post-secondary educational institutions, living environment and people in other locations (Student-response computer codes: 007, 004, 012, 015, 018, 019, 020, 028 035, 036, 037, 043, 045, 046, 049, and 053. Parent-response computer codes: 004, 007, 012, 015, 035, 036, 037, 043, 045, 046, 049, and 057.)	792(20.3)	156(10.8)
Perceived lower quality of program, staff and general image of the A. A. V. C. at Vermilion (Student-response computer codes: 001, 003, 008, 010, 022, 023, 025, 026, 027, 034, 042, 044, and 050. Parent-response computer codes: 001, 008, 010, 025, 026, 027, 042, 044, 050, and 054.)	285(7.3)	109(7.6)
Lack of familiarity with area, people and the A. A. V. C. at Vermilion; desire to complete education at one post-secondary institution (Student-response computer codes: 006, 009, 013, 014, 032, and 033. Parent-response computer codes: 006, 009, 013, 032, and 033.)	209(5.4)	69(4.8)
Transportation, accomodation, employment and financial problems (Student-response com- puter codes: 005, 011, 017, 021, 029, 031, 039, 041, 047 047. Parent-response computer codes codes: 005, 011, 017, 029, 031, 039, 041, and 047.)	145(3.7)	146(10.1)
Other	165(4.2)	28(1.9)
Total	3898(100.0)	1440(100.0)

Note: Computer codes are defined in Appendix A, "Categorization of Responses to Student Educational Plans Questionnaire," Question 8b on page 106 and in Appendix B, "Categorization of Responses to Parent Questionnaire," Question 7b on page 121.

Null Hypothesis. There is no significant difference in the distribution of reasons that students and parents gave as to why they did not wish themselves or students, respectively, to attend the A. A. V. C. at Vermilion.

For $\alpha=0.05$ with $df=3$, $X^2_{table}=7.82$.

The chi-square test for two independent samples was used for all "Students' Reasons and Parents' Explanations" omitting "No Response" and "Other" in Table 27. The method described by Siegel (1956:104) was used. Chi-square was calculated to be 167. Because $X^2_{obtained}$ was greater than X^2_{table} , the null hypothesis was rejected.

The Choice of City or Town

High school students were requested to answer:

- 7a. If you are planning to continue your education after high school and if you could have your choice of the city or town in which you could take the program you wanted, what town or city would you choose?"

Highest frequency responses were: Edmonton [1840(47.2%)], Lloydminster [309(7.9%)] and Vermilion [225(5.8%)]. Other responses are presented in Table 28.

Parents answered:

- 8a. If you could choose the town or city in which you would like to have your children take further education beyond high school, what city or town would you choose?

Edmonton [439(29.9%)], Vermilion [265(5.8%)] and Lloydminster [194(13.5%)] were three priorities of parents. Others were listed in Table 28.

Null Hypothesis. There is no significant difference in the preference of students and of parents for location of post-secondary educational programs for high school graduates.

"No Response", "Undecided", "Out of Province locations", and "Other" categories were omitted from Table 28 in the calculations.

Chi-square was found to be 531. From the table in Siegel (1956:249) chi-square for $\alpha=0.05$ and $df=6$, was listed as 12.59. Because X^2_{obtained} was once again greater than X^2_{table} , the null hypothesis was rejected.

Table 28

Comparison of Student and Parent Responses to Similar Questions
a) High School Students' Choice of City or Town in Which They Would Prefer to Study Post-Secondary Courses b) Choice of City or Town in Which Parents Would Like to Have Children Take Further Education Beyond High School--Frequency (and Percentage Frequency by Column)

City or Town Chosen	Student Responses	Parent Responses
No Response	535(13.7)	95(6.6)
Edmonton	1840(47.2)	430(29.9)
Lloydminster	309(7.9)	194(13.5)
Vermilion	225(5.8)	265(18.4)
Calgary	185(4.7)	20(1.4)
Saskatoon	150(3.8)	32(2.2)
Vancouver	71(1.8)	3(0.2)
Camrose	63(1.6)	134(9.3)
Other Alberta locations*	214(5.5)	203(14.1)
Out of Province locations*	289(7.4)	27(1.9)
Undecided	65(1.7)	22(1.5)
Other*	25(0.6)	18(1.2)
Total	3900(100.0)	1440(100.0)

*See Appendix A, "Categorization of Responses to Student Educational Plans Questionnaire," Question 7a on page 104 and Appendix B, "Categorization of Responses to Parent Questionnaire," Question 8a on page 121 for a listing of locations.

Students' and Parents' Reasons
for Their Particular Choice
of City or Town

Factors related to proximity to home were selected more often by students [1150(29.4%)] and parents [638(44.5%)] than any other reasons.

Preference for location and institution; attraction to larger city and good opportunities were other major reasons given by students [676(17.4%)] and parents [190(13.2%)].

Availability of courses, knowledge of opportunities and location, and institution recognized in field of study were factors which 600(15.6%) students and 164(11.4) parents cited selectively in their reasons.

Additional student and parent categories of reasons are presented in Table 29.

Null Hypothesis. The following null hypothesis was tested: There is no significant difference in the frequency distribution of reasons that students and parents gave as to why they chose a particular location for post-secondary educational programs of students.

The "No Response" and "Other" categories were eliminated from the calculations. .Chi-square was calculated to be 195 which is much greater than the table value of 11.07 at $\alpha=0.05$ and $df=5$. The null hypothesis was rejected.

Collapsed frequency response categories generated by student responses were compared to those generated by parent responses to four similar questions. Null hypotheses of no difference in frequency distributions had to be rejected according to the chi-square tests.

Table 29

Comparison of Student and Parent Responses to Similar Questions
 a) High School Students' Reasons for Making the Choice of City
 or Town Where They Would Prefer to Pursue Post-Secondary
 Education b) Parents' Reasons for Making the Choice of
 City or Town in Which They Would Like to Have Children
 Take Further Education Beyond High School--Frequency
 (and Percentage Frequency by Column)

Students' and Parents' Reasons Categorized by Factors Related to:	Student Responses	Parent Responses
No Response	798(20.5)	161(11.2)
Proximity to home (Student-response computer codes*(S.r.c.c.): 002, 008, and 058. Parent-response computer codes*(P.r.c.c.): 002, 008, and 058.)	1150(29.4)	638(44.5)
Preference for location and institution; attraction to larger city--good opportu- nities (S.r.c.c.: 006, 010, 012, 013, 018, 025, 030, 033, 034, 036, 037, 041, 046, 047, 048, 049, 052, 062, 063, and 067.) P.r.c.c.: 006, 010, 012, 013, 018, 030, 034, 036, 037, 046, 047, 048, 049, 052, 062, 063, 067, and 070.)	676(17.4)	190(13.2)
Availability of courses, knowledge of opport- unities and location, and institution recognized in field of study (S.r.c.c.: 001, 003, 004, 011, 014, 021, 022, 023, 026, 029, 038, 040, 044, 053, 057, 065, and 068, P.r.c.c.: P.r.c.c.: 001, 003, 004, 011, 021, 022, 023, 038, 040, 053, 068, and 071.)	600(15.6)	164(11.4)
Presence of relatives and friends, and familiarity with area. (S.r.c.c.: 015, 016, 032, 055, and 060. P.r.c.c.: 015, 016, 032, 060, and 069.)	318(8.3)	70(4.9)
Economic aspects (S.r.c.c.: 007, 019, 028, 035, 045, 061, and 066. P.r.c.c.: 007, 019, 028, 035, 045, and 066.)	151(3.9)	96(6.7)
Transportation, accomodation and living conditions (S.r.c.c.: 024, 027, 043, and 050. P.r.c.c.: 024, 027, 043, and 050.)	84(2.2)	111(7.7)
Other (S.r.c.c.: 002, 031, 039, 042, 051, and 054. P.r.c.c.: 009, 031, 051, and 054.)	123(3.2)	10(0.7)
Total	3900(100.0)	1440(100.0)

*S.r.c.c. and P.r.c.c. are defined on page 105 and page 123, respectively.

Chapter 7

SUMMARY, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDY

A summary, certain conclusions, implications for the Alberta Agricultural and Vocational College at Vermilion, and several suggestions for further study are presented in this chapter.

SUMMARY

The Problem

The main purpose of this study was to acquire information regarding the post-secondary educational needs and aspirations of high school students as perceived by the students and their parents in the Alberta Vermilion region.

Parents own additional needs and aspirations were also to be determined.

The Procedure

A "Student Educational Plans" and a "Parent" questionnaire were prepared by the Vermilion project group.

The former was answered by 3,900 high school students in twenty-eight high schools in the Vermilion region of Alberta. The instrument was administered by the high schools. An 82.9 percent response from students in participating high schools was obtained.

"Parent" questionnaires were taken home by these students, answered by 1,440 parents before January 31, 1971, and mailed back to the University of Alberta in Edmonton in the postage-paid envelopes provided.

January 31, 1971 was declared to be the latest date at which received questionnaires would be included in the study. Categorization of the responses to each instrument was followed by computer processing using two programs. One computer program provided the frequency of responses in each category. Based on these frequencies, a cross-tabulation program generated cross-tabulations of interest.

The Findings

The findings, recorded in more detail in chapters four, five, and six, were intended to answer the questions stated on pages two and three. The following is a brief summation of the findings.

Students reported being involved in academic, general and vocational high school programs according to the following distributions, respectively: 713(60.3%), 318(26.9%), and 124(10.5%).

Business and commercial [862(9.3%)], education [279(7.2%)], and nursing [285(7.3%)] were the areas most frequently chosen for tertiary study by all high school students.

The University of Alberta [966(24.8%)] and the Northern Alberta Institute of Technology [865(22.2%)] were the most popular institutions which high school students planned to attend.

Proximity to home [787(20.2%)], availability of courses [453(11.6%)], personal interest in field [252(6.5%)], institution recognized in field [194(5.0%)], and testimony of other students

[149(3.8%)] were five factors that students stated most often as having influenced the selection of the post-secondary institution or location.

Edmonton [1,840(47.2%)], Lloydminster [309(7.9%)], Vermilion [225(5.8%)], Calgary [185(4.7%)], Saskatoon [150(3.8%)], Vancouver [71(1.8%)], and Camrose [63(1.6%)], respectively, received the largest number of high school students' votes for locations of post-secondary studies if appropriate curricula were available.

Proximity to home [941(24.1%)] and preference for location [280(7.2%)] were the two reasons frequently given by all students for choosing a particular city or town.

Of the 3,900 participating high school students, 1,818(46.6%) stated that they would, while 1,661(42.6%) said that they would not, attend the Alberta Agricultural and Vocational College at Vermilion if courses of their choice would be offered there.

Preference for larger city over small town [318(8.1%)], dislike for location [219(5.6%)], too far to travel from home [87(2.2%)], and too close to home [82(2.1%)] were the reasons frequently cited by high school students for not wishing to take one or more years of the program of their choice at the A. A. V. C. in Vermilion, if it were offered.

Parents reported having 160 students at the University of Alberta, 60 at the Northern Alberta Institute of Technology, 22 at the University of Saskatchewan and 16 at the Alberta Agricultural and Vocational College in Vermilion. One hundred and eighty were reported to be at other educational institutions.

The 1,440 homes anticipated that 1,114 sons and 1,259 daughters

would likely continue their education after high school. Many of these students would probably attend the University of Alberta, the Northern Alberta Institute of Technology, university, and the Alberta Agricultural and Vocational College at Vermilion reported 355, 325, 156, and 58 parents, respectively.

If parents could have chosen the town or city in which they would like to have children take further education beyond high school, their choices would have been Edmonton [430(29.9%)], Vermilion [265 (18.4%)], Lloydminster [194(13.5%)] and Camrose [134(9.3%)], among others. Popular reasons for choosing these locations were: proximity to home [490(34.0%)], childrens' ability to live at home [126(8.7%)], convenience of transportation [67(4.7%)], economic reasons [65(4.5%)], relatives living there [56(3.9%)], and preference for location [50 (3.5%)].

If a preferred program of studies was available at Vermilion, 58.8 percent of the responding parents thought that their children would take such a program there. Too far to travel from home [52 (3.6%)], preference for larger city over small town [52(3.6%)], inconvenience of transportation [38(2.6%)], and no relatives at Vermilion [32(2.2%)] were several of the reasons given for parents perceiving that their students would not attend at Vermilion.

A large number of the husbands [737(51.2%)] of responding households were occupied in farming, fishing, forestry and related, while many wives identified themselves as homemakers [1,040(72.3%)].

The majority of the respondents [879(61.0%)] answered that they would participate in a course of interest to them should such be offered in the community in which their children attend high school.

Crafts [170(19.3%)], farm business management [165(18.8%)], high school credits [52(5.9%)], business management [52(5.9%)], and business and commercial [45(5.1%)] were areas of study indicated to be of interest.

CONCLUSIONS

1. Over seventy-five percent of participating high school students in the Alberta Vermilion area aspired to further education after high school. This represented a total of approximately 2,900 1970-71 high school students who answered the questionnaire. Since it was determined that there was a total of 7,626 high school students in the Vermilion area in 1970-71, it is reasonable to conclude that there were more than 2,900 students in high schools who wished to continue their education after high school. Of the 2,589 students who were in grade twelve, 1,183 cooperated in the survey. Using the seventy-five percent figure, it is again reasonable to suggest that many more than 890 grade twelve students wished to continue their education.

2. Of 2,901 high school students responding to the forced choice section dealing with areas that students are likely to study at the post-secondary level, 1,261 or 43.4 percent chose vocational--technical diploma fields while 1,640 or 56.6 percent chose academic--university degree fields.

3. If appropriate courses, in the area of students' interests were offered at Vermilion, 46.6 percent of the students declared that they would take such courses, and 42.6 percent answered that they would not. Fifty eight decimal eight percent of the parents thought that their children would take such a program at Vermilion.

4. The majority of responding parents [879(61.0%)] stated

that they or their spouse or both would participate in a course of interest to them should such be offered in the community in which their children attend high school.

5. An institution such as a community college could meet many additional post-secondary educational needs and aspirations as expressed by students and their parents in this study.

IMPLICATIONS AND RECOMMENDATIONS FOR THE DEVELOPMENT OF THE ALBERTA AGRICULTURAL AND VOCATIONAL COLLEGE IN VERMILION

The universities in Alberta are well established and expanding. The Northern Alberta Institute of Technology and the Southern Alberta Institute of Technology are operating successfully. Alberta Agricultural and Vocational Colleges meet many educational needs of the agricultural community. A host of private post-secondary educational institutions meet a variety of needs of many. There is in Alberta at the present time a strong comprehensive college movement.

It has been generally recognized that the comprehensive community college possesses desirable specifications for meeting the post-secondary educational needs of a considerable segment of the Alberta population. The educational opportunities supplied by this type of an institution are applicable not only in the large urban centers, but also in other sectors of the Province.

It is the author's opinion that the A. A. V. C. in Vermilion should move at a more rapid pace to become a community college. The community college idea incorporates many ideals that could also serve this region well. Several characteristics of the community college will be reviewed in the following pages.

Philosophy

The college follows a 'realist' philosophy which states that education is a means to an end. In some cases this end may be 'to produce an educated person.' Usually vocational preparation is the goal. Individual differences are strongly recognized. There exists a comparatively open admission policy.

The institution supports the 'democratization' of educational opportunity. It is of and for the community which has generated it.

Functions

The basic manifest functions include:

1. Guidance. In this survey many students did not respond to the questions or stated that they were undecided. From this it is clear that expert guidance is required to aid students to make educational and occupational decisions.

2. Provision of transfer, general, terminal, and technical-vocational programs. The A. A. V. C. in Vermilion is offering many excellent programs and courses, but these are generally designed to serve the agricultural community. The College needs to develop a stance of readiness to offer many additional programs and courses if sufficient interest exists and these offerings can be justified. A high percentage (46.6) of high school students (more than 890 in grade twelve) declared themselves ready to take programs at Vermilion if such were available. The responses indicated that a large demand for programs in the business and commercial, education, nursing, arts, automotive, mechanical and construction, extractive trades, electrical, engineering, home economics, law, science, physical education, and

medicine. Through transfer arrangements with other educational institutions, at least a portion of some of these programs could be offered at the Vermilion Community College. Stewart (1965:15) stated:

The primary emphasis must be on programs related to the needs of students who, for valid reasons, will terminate their formal education when they leave the new institutions; although many of them will seek continuing educational opportunities. The programs should therefore be complete and educationally effective in themselves. The programs should be designed to prepare students for life experiences, within three broad areas --the technologies, business, and the arts. In each of these broad areas there should be opportunities to achieve competence in more particular areas of knowledge. The content of programs should not be limited to knowledge specifically related to particular employments. By combination of courses the student should have an opportunity to develop his interests as an individual and his capacities as a member of society. The length of the programs may vary; but there will be a tendency for them to extend over two years.

3. Community Services. Harlacher (1969:12) defines these as: ". . . community services are educational, cultural, and recreational services which an educational institution may provide for its community in addition to its regularly scheduled day and evening classes." By providing such services the college becomes and remains a vital and relevant member of the community institutions.

4. Remedial. Programs need to be offered which recognize individual differences in rates and levels of achievement. Courses to supply necessary prerequisites to other courses fall in this category.

The basic latent functions of a community college include the screening process and individual development.

Students

As expressed by the Planning Committee to the Board of Post-

Secondary Education (1969:5-6), the community college caters to the following categories of students:

1. Those who are highly motivated to a career pattern already established.
2. Those who are uncertain about their career goals and will require counselling and perhaps some further exploratory educational experiences before deciding on goals.
3. Those who wish to explore general education programs leading perhaps to transfer to professional programs elsewhere or in the college.
4. Those for whom the basic need is remedial or developmental education prior to moving into career programs.
5. Adults who wish to expand, upgrade or update their educational or occupational competence.
6. Adults who are interested in the development of some specific skills related to community participation, such as community leadership.
7. Adults who wish to explore some recreational or cultural interests.

Curriculum

The curriculum is comprehensive.

The college recognizes that its responsibilities include the transmission of culture, improvement of culture and meeting the needs of the people through its program.

There is a wide spectrum of experiences occurring under the auspices of the institution.

1. There is a parallel or transfer curriculum. It provides the first two years of university (at least in some faculties). There is a transfer of credit. This is most like that of a four-year institution.

2. There are technical and/or terminal programs. This, in the main involves the education and training of technicians. These persons occupy key positions between theory and practice.

3. There are community service and adult education programs. These are of a highly diverse nature in level, type and length.

4. There is a general terminal program.
5. There is a 'modular' application of the curriculum.
6. There is a multi-media environment for learning.
7. There is special attention in all phases to the needs of each student.

Such an approach to curriculum would meet many of the expressed post-secondary educational needs of the students and their parents in the Vermilion region.

Staff

Permanent staff have been selected on the basis of their subject-field competence, educational preparation and industrial experience. A variety of professional and subject-field upgrading and developmental programs exist. In the technical programs, liaison with industry through advisory committees, industry representatives and salesmen, and exchange programs, all aid in maintaining current knowledge.

Instructors are also drawn from industry on a part-time basis.

Visiting lecturers contribute to the college.

Facilities

Not only does the community have a centrally located campus, but it uses facilities wherever interested students can be served. Schools, community halls, churches, and certain areas of commercial and industrial establishments are used as classrooms as required.

The Vermilion A. A. V. C. could become the central campus. Courses could be offered on demand in other centers such as Lloydminster and St. Paul. These could be given in the high schools, for

example.

Administrative Structure

Although no attempt will be made here to write the functional specifications for incumbents of positions, the local administrative structure suggested for the Edmonton College (1969:42) appeared to be viable. It is included in Figure 5 as a possible structure for the Vermilion Community College.

At the Provincial level, the author concurs in some respects with the authors of Tradition and Transition who recommended that the Vermilion Community College be administered by a structure which is shown in Figure 2 on page 12. These authors state (1970:6-38):

The Agricultural and Vocational Colleges should come under the jurisdiction of the Alberta Colleges Commission. Their activities would be better co-ordinated with the total Alberta educational system

Conflict. It is not unusual that an announcement of possible change raises suspicions which may lead to certain conflicts. It is interesting to note that a public suggestion by the Task Force on Post-Secondary Education for a community college at Vermilion was opposed by a citizen of Lloydminster. The opposition was recorded in The Lloydminster Times on February 17, 1971. Two paragraphs of that article stated:

Every move should be made to convince the Alberta Government "there is no use in beating or even feeding a dead or dying horse . . . the end is the same.

Lloydminster is the site, regardless of the Worth Commission suggestions, and let's prove it to those scheduling aid and making final decisions.

A subsequent rebuttal in the Vermilion Standard was followed by "A Public Apology" signed by a "Concerned Group of Lloydminster Citizens."

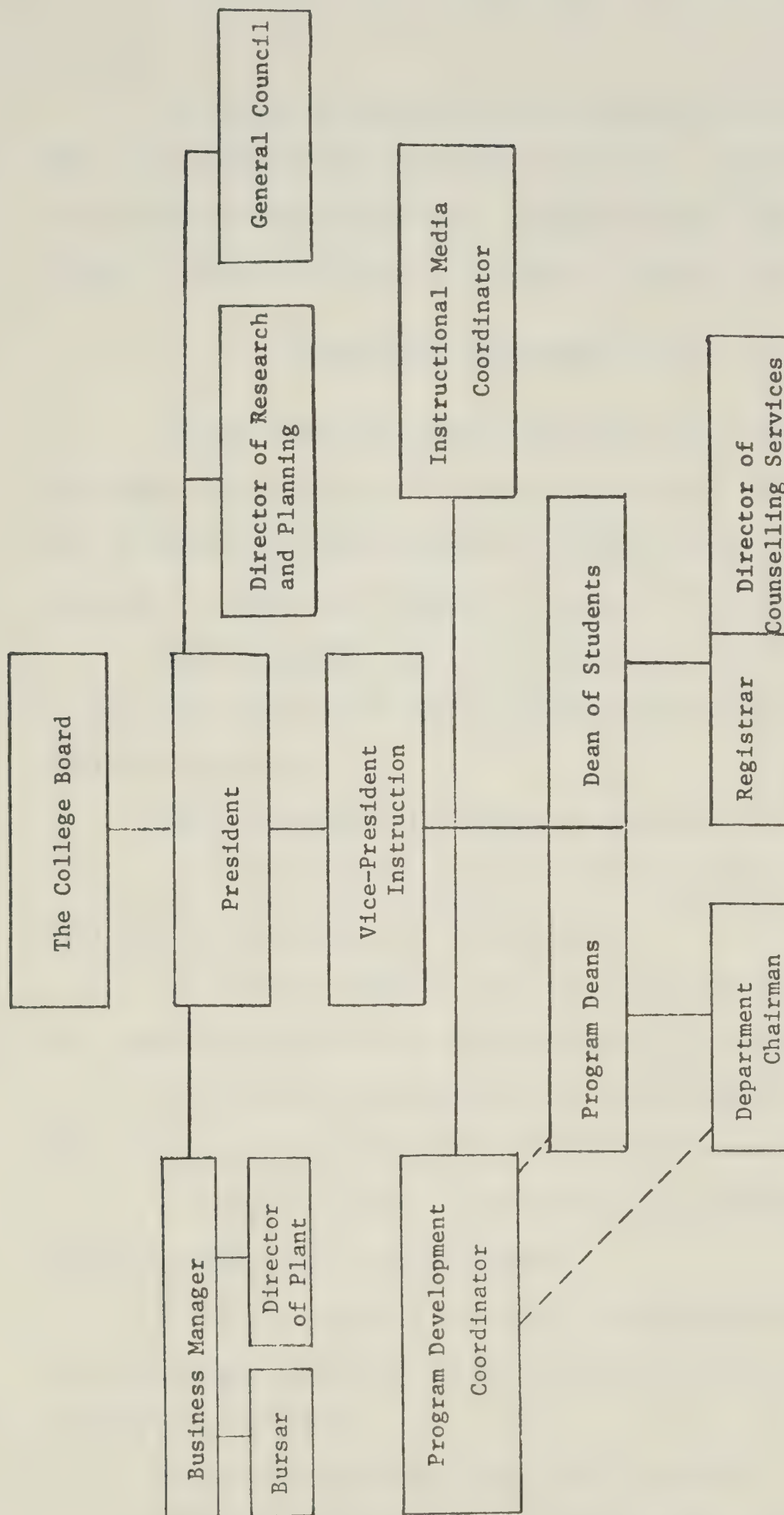


Figure 5

An Administrative Structure for the College

Source:

The Edmonton College, Report of the Planning Committee to the Board of Post-Secondary Education, Education, April 1969, p. 42.

There are, no doubt, other locations in the Vermilion region that wish to have their own community college. Economic considerations often limit such an aspiration. It may however be feasible and advantageous to establish branch facilities in centers such as Lloydminster.

SUGGESTIONS FOR FURTHER STUDY

In this study, an attempt was made to discover what some of the needs and aspirations of high school students and their parents are for post-secondary education of the high school students. Some concerns for additional courses for parents were also reported.

Further studies need to be carried out regardless of whether or not Alberta Government approval will be granted for a community college at Vermilion.

Should the community college be approved:

1. A study should be undertaken to determine an optimum administrative structure for the college.

2. A study should be undertaken that would provide a plan for a new curriculum and its implementation at Vermilion.

3. Transfer arrangements would have to be negotiated with other post-secondary institutions before certain programs could emerge.

4. Facility changes would have to be researched and recommendations made for future development.

5. A survey should determine the educational requirements in other larger centers in the Vermilion area that the new community college might service.

Should the community college not be approved;

1. A study should determine the future destiny of the Alberta

Agricultural and Vocational College.

2. A study should consider alternate locations in the Vermilion region for a community college.

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A P P E N D I C E S

APPENDIX A

Student Educational Plans Questionnaire

Categorization of responses to "Student Educational Plans Questionnaire"

Computer Program for Obtaining Total Responses in Each Category of
Every Variable on "Categorization of Responses to Student
Educational Plans Questionnaire"

Computer Program Used to Generate Cross-Tabulations for Selected
Variables of the "Categorization of Response to Student
Educational Plans Questionnaire"

STUDENT EDUCATIONAL PLANS

A Survey of Post-Secondary Needs
 Conducted by The College Administration Project
 Department of Educational Administration
 Faculty of Education, University of Alberta

The following questionnaire is designed to obtain information which may be of use in meeting the educational needs of this area at a level beyond high school.

Please fill in the blanks or circle the appropriate answers.

1. Name of your school: _____

2. What grade are you in? _____

3. How old were you on September 1, 1970? _____

4. a. Please circle the high school program that you are currently taking:

Vocational (including business education)

General

Academic

b. If you are planning to continue your education after high school which of the following areas are you most likely to study?
 (Please circle the number corresponding to your area of interest).

Vocational - Technical
 Diploma

(usually two years beyond
 high school)

Academic University Degree

(usually 3 or 4 year programs)

1. Electrical
2. Automotive
3. Business and Commercial
4. Printing, Art and Drafting
5. Home Economics (including food preparation, sewing and design, and beauty culture)
6. Extractive Trades (such as mining, agricultural mechanics, forestry and horticulture)
7. Mechanical and construction (such as welding, machine shop, building construction)

1. Agriculture
2. Arts
3. Business Administration and Commerce
4. Dentistry
5. Education
6. Engineering
7. Household Economics
8. Law
9. Library Science
10. Medicine
11. Nursing
12. Pharmacy
13. Physical Education
14. Science

If other, please specify _____

- 2 -

6. a. If you are planning to continue your education after high school where are you planning to take it?

- b. What factors have influenced you in your selection of this institution?

7. a. If you are planning to continue your education after high school and if you could have your choice of the city or town in which you could take the program you wanted, what town or city would you choose?

- b. Please briefly explain why you made this choice.

8. a. If one or more years of the program in your area of interest were to be offered at Vermilion would you probably take it there?

Yes _____ No _____

- b. If no, please explain why.

CATEGORIZATION OF RESPONSES TO
"STUDENT EDUCATIONAL PLANS"
QUESTIONNAIRE

Question 1

HIGH SCHOOL	COMPUTER CODE (C.C.)		NO. OF RESPONSES
	IN COL. 1 & 2	VARIABLE (V) 1	
No response			1
Andrew	01		75
Chauvin	02		59
Daysland	03		173
Derwent	04		48
Edgerton	05		-
Glendon	06		99
Grand Center	07		182
Heinsburg	08		29
Innisfree	09		46
Irma	10		73
J.A. Williams (Lac La Biche)	11		259
J.R. Robson (Vermilion)	12		271
Kitscoty	13		63
Lashburn (Sask.)	14		-
Lloydminster	15		582
Loon Lake (Sask.)	16		55
Maidstone (Sask.)	17		83
Mannville	18		50
Marwayne	19		97
Neilburg (Sask.)	20		48
New Myrnam (Myrnam)	21		95
Notre Dame (Bonnyville)	22		95
Paradise Hill (Sask.)	23		52
Provost	24		34
Sedgewick	25		279
Sg. Miller (Elk Point)	26		-
St. Jeromes (Vermilion)	27		77
St. Paul Regional	28		-
Two Hills	29		108
Vegreville	30		416
Viking	31		138
Wainwright	32		313
Total			3,900

Question 2

GRADE	C.C. IN COL. 3		NO. OF RESPONSES
	V2		
No response	0		5
10	1		1,457
11	2		1,236
12	3		1,183
10-11	4		6
11-12	5		13
Total			3,900

Question 3

AGE (yrs.) (to nearest year)	C.C. IN COL. 4&5		NO. OF RESPONSES
	V3		
No response	00		4
14	01		326
15	02		1,198
16	03		1,248
17	04		855
18	05		209
19	06		46
20	07		9
21	08		2
older	09		3
Total			3,900

Question 4a

PROGRAM	C.C. IN COL. 6		NO. OF RESPONSES
	V4		
No response	0		48
Vocational	1		476
General	2		993
Academic	3		2,355
Combined (Voc. and Academic)	4		21
Combined (Gen. and Academic)	5		7
Total			3,900

Question 4b

PATTERN	C.C. IN COL. 7 - V5	NO. OF RESPONSES
No Response	0	809
If both are indicated	1	127
Vocational-Technical, Diploma	2	1,269
Academic University Degree	3	1,695
Total		3,900

COMPUTER CODE

First Response . . . Columns 8 & 9 - V6
Second " . . . " 10 & 11 - V7
Third " . . . " 12 & 13 - V8

BREAKDOWN	USE THIS CODE IN ABOVE INDICATED COLUMNS		NO. OF RESPONSES		
			V6	V7	V8
No Response	00		999	3,366	3,752
1) Electrical	01		145	-	-
2) Automotive	02		213	28	-
3) Business and Commercial	03		362	10	3
4) Printing, Art and Drafting	04		62	16	3
5) Home Economics (including food preparation, sewing and design, and beauty culture)	05		134	20	1
6) Extractive Trades (such as mining, agricultural mechanics, forestry and horticulture)	06		159	35	2
7) Mechanical and Construction (such as welding, machine shop, building construction)	07		186	85	33
1) Agriculture	08		68	16	3
2) Arts	09		203	14	1
3) Business Administration and Commerce	10		88	20	4
4) Dentistry	11		67	7	2
5) Education	12		279	46	3
6) Engineering	13		135	22	14
7) Household Economics	14		29	9	8
8) Law	15		111	33	13
9) Library Science	16		10	9	3
10) Medicine	17		105	26	4
11) Nursing	18		285	40	11
12) Pharmacy	19		47	8	7
13) Physical Education	20		106	49	15
14) Science	21		107	41	18
Total			3,900	3,900	3,900

OTHER

	C.C. IN COL. 14 - V9	NO OF RESPONSES
No Response	0	2,986
Response	1	914
Total		3,900

COMPUTER CODE

First Response . . . Columns 15, 16 & 17 - V10
Second " . . . " 18, 19 & 20 - V11

BREAKDOWN	USE THIS CODE IN ABOVE INDICATED COLUMNS		NO. OF RESPONSES	
			V10	V11
No response	000		2,973	3,839
Milwright	022		2	-
Heavy duty diesel	023		10	1
Recreation	024		14	-
Radio, stage and t.v. arts	025		18	1
Nursing aide	026		45	3
Social worker	027		96	3
Biological or Biochemical Sciences	028		19	-

cont'd

OTHER cont'd

BREAKDOWN	USE THIS CODE IN ABOVE INDICATED COLUMNS	NO. OF RESPONSES	
		V10	V11
Photography	029	10	1
Forestry	030	23	-
Civil Engineering Technology	031	1	-
R.C.M.P. or police	032	55	2
Armed Forces	033	24	2
Secretary or stenographer	034	32	2
Journalism	035	6	2
Computer Science	036	27	4
Geology	037	2	-
Beauty Culture	038	20	2
Mathematics	039	7	-
Airline stewardess	040	21	1
Interior Design	041	19	3
Veterinary Medicine	042	15	-
Aviation	043	23	1
Mechanics	044	6	1
Science	045	3	2
Lab technician	046	30	1
Electronics	047	10	-
Drafting	048	3	2
Game warden	049	8	1
Undecided	050	62	-
Horticulture	051	1	-
Dental assistant	052	32	1
Wildlife Management	053	2	1
Exploration Technology	054	2	-
Radio and t.v. technician	055	5	-
Occupational Therapy	056	9	2
Conservation	057	3	-
Music	058	8	1
Aircraft maintenance	059	3	-
Farmer	060	10	-
Driver	061	1	1
Anthropology	062	2	-
Telephone Company	063	2	-
Pediatrician	064	1	-
Dental Technology	065	4	1
Architecture	066	11	2
Optometry	067	3	-
Plumbing	068	3	-
Psychiatry	069	4	-
Education	070	6	1
Psychology	071	13	-
Surveying	072	6	-
Political Science	073	2	1
Nursing	074	11	-
Not planning to continue	075	21	-
Bible college	076	2	-
Fashion	077	1	-
X-ray technician	078	12	1
Agriculture	079	5	-
Missionary or minister	080	4	1
Plastics	081	1	-
Welding	082	5	1
Telecommunications	083	6	-
Veterinary assistant	084	3	-
Painter and interior decorator	085	2	-
Library worker	086	7	-
Carpentry and woodwork	087	3	-
Autobody	088	1	-
Advertising	089	1	1
Crafts	093	1	-
Power engineering	094	1	-
Bookkeeping	095	-	-
Business management	096	1	-
Typing and business machines	097	-	-
Merchandising	098	-	-
Automotive	099	3	1
Air traffic control	103	2	-
Dental hygiene	104	4	2
Auctioneer	105	3	-
Religion	106	1	-
Archeology	107	2	-
Communications (electronics)	108	3	-
Dietician	109	6	-
Rehabilitative medicine	110	2	-
Physical education	111	2	-
Law enforcement program at Lethbridge	112	2	-
Commercial art	113	3	-
Medical lab science	114	2	-
Accounting	115	3	-
Day nursery worker	116	1	-
Agricultural implements technician	117	-	1
R.O.T.P.	118	1	-
Respiratory technician	119	2	-
Barbering	120	1	-
C.N.A.	121	1	-
Residential child care worker	122	1	-
Meteorology	123	1	-

cont'd

OTHER cont'd

BREAKDOWN	USE THIS CODE IN ABOVE INDICATED COLUMNS	NO. OF RESPONSES	
		V10	V11
Apprenticeship	124	2	-
Slavonic languages	125	6	-
Chef	126	3	-
Electrical	127	1	-
Soil and fertilizer technology	128	1	-
Meat cutting	129	3	-
Medical record librarian	130	10	1
Radiography	131	1	-
Chiropractics	132	1	-
Oil fire fighting	133	1	-
Bush pilot	134	-	1
Business machine technician	135	1	-
Commercial cooking	136	1	-
Ornithology	137	1	-
Masonry	138	1	-
Mechanical construction	139	1	-
Psychiatric nursing	140	2	-
Social Sciences	141	1	-
Food scientist of food technician	142	1	-
Instrumentation	143	1	-
Dental hygiene	(104) 144	-	-
Gas technology	145	1	-
Modelling	146	1	-
Passenger agent, passenger processing personnel	147	1	1
Criminology	148	2	-
Guidance counselling	149	1	-
Oceanography	150	1	-
Air conditioning and refrigeration	151	1	-
Writing	152	1	-
Work on pollution	153	1	-
Total		3,900	3,900

Question 6a

COMPUTER CODE

First Response	Columns 21, 22 & 23 - V12
Second "	" 24, 25 & 26 - V13
Third "	" 27, 28 & 29 - V14

EDUCATIONAL INSTITUTION	USE THIS CODE IN ABOVE INDICATED COLUMNS	NO. OF RESPONSES		
		V12	V13	V14
No Response	000	493	3,422	3,843
University of Alberta (Edmonton)	001	966	45	5
University of Calgary	002	18	13	3
N.A.I.T.	003	865	59	5
University of Saskatchewan	004	136	16	1
Vermilion	005	96	27	5
Technical School in Edmonton	006	6	1	1
Edmonton	007	326	31	2
Undecided	008	179	1	-
Calgary	009	31	30	3
College	010	15	10	-
Mount Royal College, Calgary	011	32	9	-
S.A.I.T.	012	45	50	2
U.S.A.	013	12	5	2
University	014	58	7	1
Camrose Lutheran College	015	18	1	-
Alberta College	016	18	5	-
Winnipeg	017	4	2	-
Saskatoon	018	117	39	2
Technical Institute	019	28	7	2
Montreal	020	2	-	2
Simon Fraser	021	6	7	-
Vancouver City College	022	3	-	-
Red Deer College	023	12	3	-
Robertson Secretarial School, Saskatoon	024	1	-	-
Camrose	025	7	2	1
Lethbridge	026	7	1	1
University of Manitoba	027	2	1	1
Edmonton College	028	1	-	-
University of Victoria	029	1	1	-
British Columbia Institute of Technology	030	1	1	-

cont'd

Question 6a cont'd

EDUCATIONAL INSTITUTION	USE THIS CODE IN ABOVE INDICATED COLUMNS	NO. OF RESPONSES		
		V12	V13	V14
Yorkton	031	-	-	-
Secretarial School	032	5	2	-
Attend College, then University	033	2	-	-
Armed Services	034	4	1	-
New York	035	2	-	-
London, England	036	-	2	-
Toronto	037	2	3	2
Saskatchewan	038	21	-	-
Luxembourg	039	-	1	-
British Columbia	040	7	3	-
Ontario	041	1	1	1
Red Deer	042	5	1	1
University of British Columbia	043	15	10	-
Queens University	044	-	1	-
Waterloo	045	1	1	1
Misericordia Hospital School of Nursing	046	9	1	-
Lloydminster College	047	4	-	-
Correspondence course	048	2	1	-
Selkirk College, B.C.	049	3	-	1
Port Arthur, Ont.	050	6	-	-
P.A.V.C. Bible School, Edmonton	051	1	-	-
Royal Alexandra Hospital Nursing School	052	21	5	2
Lamont	053	8	1	-
Lloydminster	054	11	4	-
European university	055	-	2	-
University of Alberta Hospital Nursing School	056	18	6	1
Olds	057	10	6	1
Saskatchewan Institute of Applied Arts and Science	058	23	3	-
Manitoba	059	1	1	-
University of Hawaii	060	1	1	-
Ricks College, Idaho	061	1	-	-
(N.B.C.) Northwest Bible College, Edmonton	062	1	-	-
Moosejaw	063	5	-	-
Apprenticeship	064	1	2	-
Technical School in Regina	065	4	-	-
University of Montana, Missoula	066	2	-	-
Lethbridge Junior College	067	3	-	-
Reeves Business College	068	16	3	1
Vancouver	069	12	4	1
A school of nursing	070	13	4	-
Regina	071	15	3	1
School of Agriculture	072	2	-	-
Lamont Nursing School	073	-	-	-
Business college	074	3	-	1
Alberta	075	9	1	-
Atlantic Air Line School, Ont.	076	2	-	-
Air Canada	077	1	1	-
St. John's College, Edmonton	078	3	-	-
Banff School of Fine Arts	079	5	1	1
University of Oregon	080	1	-	-
Canadian city	081	-	1	-
General Hospital School of Nursing, Edmonton	082	6	4	-
St. Paul	083	1	1	-
Bible School or seminary	084	3	-	-
Ottawa	085	2	2	-
Ryerson Polytechnic Institute, Toronto	086	1	-	-
Fort McMurray Vocational School	087	1	-	-
University of Washington	088	1	-	-
Medical School in Saskatchewan	089	1	-	-
Carleton University, Ottawa	090	1	2	-
Vegreville Technical School	091	1	-	-
Saskatoon Business School, Saskatoon	092	1	-	-
Vegreville	093	5	-	-
University of Montana, Bozeman	094	1	-	-
Marvel School of Hairdressing, Edmonton	095	3	-	-
London, Ontario	096	1	-	-
Augsberg University, Minneapolis	097	-	1	-
McGill, Montreal	098	2	2	-
Grouard Vocational School	099	2	-	-
DeVry Institute of Technology	100	1	-	-
Vegreville Nursing Home	101	1	-	-
Victoria, B.C.	102	2	-	-
Vegreville Composite High School	103	1	-	-
Branson Hospital, Oshawa Ont.	104	2	-	-

cont'd

Question 6a cont'd

EDUCATIONAL INSTITUTION	USE THIS CODE IN ABOVE INDICATED COLUMNS	NO. OF RESPONSES		
		V12	V13	V14
Alberta Jasper Building	105	1	-	-
Hinton	106	-	1	-
Edmonton hospital	107	5	-	-
Killam Hospital	108	-	1	-
Edmonton nursing aid school	109	7	-	-
Alberta Hospital, Ponoka	110	3	-	-
McKay Technical Institute	111	4	1	-
Alberta College of Art	112	1	-	-
Night school	113	1	1	-
Eston Bible School	114	1	-	-
Hendersons Business College, Calgary	115	1	-	-
Fort Smith, N.W.T.	116	1	-	-
Newstart	117	1	-	-
B.C.	(040)118	-	-	-
San Francisco University	119	1	1	-
Military college	120	3	-	-
Ponoka Nursing School	121	1	-	-
Edmonton nursing aid school	(109)122	1	-	-
Atlantic School, Inglewood Calif.	123	1	-	-
North Battleford	124	3	-	-
Canadian chiropractic college	125	1	-	-
R.C.M.P. training schools	126	3	-	-
Vocational school	127	2	1	-
Veterinary school	128	-	-	1
Royal Roads College, Victoria B.C.	129	1	1	-
Naval Education Base, Cornwallis Ont.	130	1	-	-
Ruby Sharon School of Hair- dressing, Edmonton	131	1	-	-
Lethbridge University	132	1	-	-
Holy Cross Hospital, Calgary	133	-	-	-
Quebec City	134	-	1	-
Kansas City	135	5	-	-
Europe	136	1	-	-
Brigham Young University	137	3	-	1
Auctioneering school, Montana	138	1	-	-
McTavish Business College, Edmonton	139	1	-	-
University of Minnesota	140	1	-	-
Archer Memorial School of Nursing	141	1	-	-
Saskatchewan Institute of Technology	142	2	1	-
Melbourne, Australia	143	1	-	-
Riverview Hospital, Essondale B.C.	144	-	1	-
Prairie Bible Institute	145	2	-	-
Red Deer Hospital	146	-	1	-
Baptist Leadership Training School, Calgary	147	1	-	-
Forest ranger school	148	1	-	-
La Salle Commercial College, Calgary	149	1	-	-
Rocky Mountain College, Montana	150	1	-	-
Washington State	151	-	1	-
U.C.L.A.	152	-	-	1
McConnells Air School, Minneapolis Min.	153	2	-	-
University of Toronto	154	1	-	-
Canrose College	155	2	-	-
California	156	-	1	-
Saskatchewan	(038)157	-	1	-
University of Utah	158	1	-	-
Calgary nursing aid school	159	-	1	-
Moosejaw Technical Institute	160	1	-	-
Total		3,900	3,900	3,900

Question 6b

COMPUTER CODE

First Response . . . Columns 30, 31 & 32 - V15
 Second " . . . " 33, 34 & 35 - V16
 Third " . . . " 36, 37 & 38 - V17

FACTORS	USE THIS CODE IN ABOVE INDICATED COLUMNS	NO. OF RESPONSES		
		V15	V16	V17
No Response.	000	924	2,623	3,632
Entrance requirements	001	74	18	4
Proximity to home.	002	787	153	27
Availability of courses.	003	453	211	28
Personal interest in field.	004	252	44	3
Knowledge of (opportunities) place	005	95	55	14
Escape from home	006	12	1	1
Tuition less	007	12	10	6
Able to live at home.	008	15	4	-
Parental influence	009	35	17	1
Attraction to city	010	22	14	3
Institution recognized in field	011	194	117	13
Religious conviction.	012	4	3	1
Testimony of other students	013	149	42	9
Interested in hairdressing.	014	7	-	1
Relatives live there.	015	78	64	19
Presence of acquaintances	016	35	73	23
Availability of summer courses	017	1	1	-
Large choice of school activities	018	4	7	2
Proximity to work opportunities	019	12	12	11
Escape from relatives	020	4	1	-
Peaceful campus	021	3	3	-
That is location of institution	022	37	5	1
Not as crowded.	023	2	4	-
Superior accommodation	024	3	8	-
Preference for location.	025	107	52	3
Brevity of course.	026	35	18	4
Better living conditions	027	4	2	1
Cost of living lower.	028	9	19	5
Desire to continue education	029	30	3	1
Preference for small city	030	11	6	1
Personal reasons	031	101	42	5
Wish to remain in Alberta	032	21	10	3
Relative attends	033	47	11	6
More economical to attend college first	034	7	1	-
Good work opportunities after graduation.	035	28	17	5
Representation by school.	036	9	4	1
Relative in field	037	2	3	1
Exposure to literature	038	32	10	-
Open house	039	10	3	3
Interview with guidance counselor.	040	7	3	-
Preference for technical institute	041	16	5	1
Have living accommodation here	042	22	35	17
Exposure to radio and t.v. advertising	043	2	1	1
Opportunities for recreation	044	12	13	3
Availability of financial support.	045	7	5	2
No financial support	046	3	-	1
Relatives	047	26	10	1
Change of scenery	048	4	8	-
Higher standards	049	38	37	12
Modern facilities	050	47	44	13
The weather	051	5	2	-
Under Saskatchewan educational system	052	2	2	-
Better transportation facilities	053	2	11	6
More remuneration for work	054	2	10	-
Wish to remain in Canada	055	1	2	-
Difficulty level lower than at University.	056	1	-	-
Information supplied by teachers	057	3	1	1
Lower transportation expenses	058	1	1	-
It is bilingual.	059	3	2	-
Higher degree of transferability	060	3	-	-
Personal visit	061	4	5	2
Prefer "practical courses"	062	2	-	-
Wish to remain in Saskatchewan	063	8	2	1
Can obtain degree with least expense.	064	2	2	-
It is customary (Many go from here)	065	2	1	1
Because it is a Christian college.	066	1	1	-
Train while learning; personal involvement with work	067	3	1	-
Undecided.	068	2	1	-
On a semester system	069	1	1	-
School is difficult; student is unable to study	070	1	-	-
Preference of Alberta system over Saskatchewan system	071	-	2	-
Home town.	072	-	1	-
Plan on becoming American citizen.	073	-	-	1
Total		3,900	3,900	3,900

Question 7a

COMPUTER CODE

First Response. . . . Columns 39, 40 & 41 - V18
 Second " " 42, 43 & 44 - V19
 Third " " 45, 46 & 47 - V20

CITY OR TOWN	USE THIS CODE IN ABOVE INDICATED COLUMNS	NO. OF RESPONSES		
		V18	V19	V20
No Response.	000	535	3,584	3,869
Edmonton.	001	1,840	67	2
Calgary	002	185	91	3
Vermilion	003	225	24	8
Saskatoon	004	150	12	2
Wainwright	005	18	3	-
Regina	006	20	1	-
Lethbridge	007	15	3	1
Winnipeg.	008	6	1	-
Vancouver	009	71	14	2
Montreal.	010	12	2	3
Camrose	011	63	14	-
Wetaskiwin	012	-	1	-
Red Deer.	013	23	7	3
Lloydminster	014	309	15	-
Kamloops.	015	44	1	-
Fort St. John	016	3	1	-
Undecided	017	62	-	-
Yorkton	018	2	2	-
British Columbia	019	5	3	-
Los Angeles.	020	1	-	1
Washington State University	021	1	-	-
Canberra, Australia	022	1	-	-
Ranfurly, Alberta.	023	1	1	-
Toronto	024	21	7	2
New York.	025	5	-	-
London	026	2	2	-
Vegreville	027	39	3	-
Lac La Biche	028	6	1	-
Colorado.	029	1	-	-
Plamondon	030	1	-	-
Honolulu.	031	1	1	-
Switzerland.	032	2	-	-
Ontario	033	8	-	-
Killam.	034	3	-	-
Fort McMurray	035	3	-	-
Greenshields.	036	2	-	-
Boston.	037	1	-	1
Port Arthur, Ont.	038	1	-	-
Nearest suitable location to home.	039	13	3	-
Olds	040	6	4	-
Lamont.	041	2	-	-
Grande Prairie	042	2	1	-
North Battleford	043	11	1	-
Berkeley, Calif.	044	4	-	-
Copenhagen	045	-	1	-
Billings, Montana	046	1	-	-
St. Paul	047	25	3	-
Hinton.	048	2	-	-
U.S.A.	049	8	4	-
Banff	050	13	1	-
Clare Fountain, N.B.	051	1	-	-
A larger city	052	6	-	1
Grand Center.	053	13	3	-
Bonnyville, Alberta	054	6	-	-
European university	055	2	-	-
Eugene, Oregon	056	1	-	-
Nova Scotia university.	057	1	-	-
Kingston, Ont.	058	1	-	-
England	059	1	-	-
A new town or city.	060	3	-	-
Marwayne	061	8	-	-
Jasper, Alberta.	062	1	1	-
Victoria, B.C.	063	7	3	-
Bozeman, Montana	064	1	-	-
Lougheed, Alberta	065	1	-	-
Minneapolis, Min.	066	-	2	-
London, Ont.	067	1	-	-
Kelowna	068	2	-	-
Manville	069	1	-	-
Cambridge.	070	1	-	-
Stettler	071	2	-	-
Hardisty	072	1	-	-
Myrnam	073	2	-	-
Provost	074	1	-	-
Two Hills.	075	4	-	-
Ottawa	076	6	-	-

cont'd

Question 7a cont'd

CITY OR TOWN	USE THIS CODE IN ABOVE INDICATED COLUMNS	NO. OF RESPONSES		
		V18	V19	V20
Daysland	077	2	2	-
Meadow Lake, Sask.	078	4	-	-
Eston, Sask.	079	1	-	-
Kitscoty	080	1	-	-
Overseas or other country	081	2	2	-
Peace River	082	1	-	-
Fort Smith, N.W.T.	083	1	-	-
Paris, France	084	1	1	-
Medium sized town or city	085	2	-	-
Cold Lake	086	2	1	-
Pomona, Calif.	087	1	-	-
Oxford	088	1	-	-
Forestburg	089	1	-	-
Neilburg	090	1	-	-
Small town in northern Alberta or B.C.	100	1	-	-
Private school in Europe	101	-	1	-
Prince George, B.C.	102	2	-	-
A town in center of an agricul. com.	103	1	-	1
Arizona	104	-	1	-
Halifax	105	-	1	-
Quebec City	106	1	-	-
Provoe, Utah	107	2	-	-
Fairview	108	1	-	-
Clandonald, Alberta	109	2	-	-
Kansas City	110	1	-	-
Melbourne, Australia	111	1	-	-
Essondale, B.C.	112	1	-	-
Maratimes	113	1	-	-
Maidstone	114	1	-	-
Moosejaw, Sask.	115	3	1	-
Edson, Alberta	116	1	-	-
San Francisco	117	1	-	-
Three Hills	118	1	-	-
Medicine Hat	119	-	1	-
Loon Lake	120	1	-	-
Sydney, Australia	121	2	-	-
Detroit	122	-	1	-
Phoenix, Arizona	123	1	-	-
Inuvik, N.W.T.	124	1	-	-
Pierceland, Alberta	125	1	-	-
Caron, Sask.	126	1	-	-
Viking	127	1	-	-
C.F.B. Medley, Alberta	128	-	-	1
Prince Albert, Sask.	129	-	1	-
Kelowna, B.C.	130	1	-	-
Total		3,900	3,900	3,900

Question 7b

COMPUTER CODE

First Response Columns 48, 49 & 50 - V21
 Second " " 51, 52 & 53 - V22
 Third " " 54, 55 & 56 - V23

RESPONSE	USE THIS CODE IN ABOVE INDICATED COLUMNS	NO. OF RESPONSES		
		V21	V22	V23
No Response	000	798	2,412	3,584
Entrance requirements	001	3	1	1
Proximity to home	002	941	149	24
Availability of courses	003	143	76	14
Personal interest in field	004	32	4	-
Knowledge of (opportunities) place	005	148	96	27
Escape from home	006	34	16	5
Tuition less	007	5	2	-
Able to live at home	008	187	31	2
Parents insist	009	-	2	-
Attraction to larger city	010	144	50	6
Institution recognized in field	011	89	63	10
Religious conviction	012	1	1	-
Testimony of other students	013	27	11	1
Interested in hairdressing	014	3	-	-
Relatives live there	015	174	135	21
Presence of acquaintances	016	109	130	38
Availability of summer courses	017	-	1	-
Large choice of school activities	018	4	5	2
Proximity to work opportuni- ties	019	73	57	14
Escape from relatives	020	5	2	2
Peaceful campus	021	1	-	-

cont'd

Question 7b cont'd

RESPONSE	USE THIS CODE IN ABOVE INDICATED COLUMNS	NO. OF RESPONSES		
		V21	V22	V23
That is location of institution	022	93	27	3
Not as crowded	023	7	8	-
Superior accommodation	024	10	12	-
Preference for location	025	280	89	15
Brevity of course	026	2	-	-
Better living conditions	027	13	20	1
Cost of living lower	028	55	57	20
Desire to continue education	029	6	5	1
Preference for small city	030	37	23	5
Personal reasons	031	81	53	13
Meet different people	032	30	23	7
Game hunting opportunities	033	2	1	2
Wish to remain in Alberta	034	11	10	2
Lack of employment opportuni- ties	035	6	2	-
Opportunities for recreation	036	47	35	11
Support for community college	037	11	3	-
High quality teaching	038	30	24	9
Desire to travel	039	14	6	4
Large choice of institutions	040	30	18	-
Large choice of cities	041	1	3	1
Desire to learn new language	042	2	4	-
Have living accommodation here	043	44	60	17
Research facilities available	044	1	4	-
Economic reasons	045	12	17	7
Large enough to support a college	046	2	8	1
The weather	047	32	8	1
First year university is simi- lar everywhere	048	2	3	1
Would like to see facilities enlarged	049	10	5	-
Transportation convenient	050	17	38	6
A change of scenery	051	15	12	3
Good opportunities	052	24	43	10
Better facilities	053	8	8	5
Don't know	054	3	-	-
People are friendly	055	1	4	1
Wish to see eastern Canada	056	-	4	-
Religious affiliation same as own	057	1	1	1
Because it is the home town	058	22	9	1
More often	059	2	-	-
Influence of friends and relatives	060	4	2	-
More remuneration for work	061	-	2	-
No pollution	062	2	-	-
Wish to stay in Saskatchewan	063	4	2	-
Under Sask ed system transi- tion to higher institution is better	064	-	1	-
Only place offering it	065	3	1	1
Aid economic situation of local area	066	-	1	-
French environment	067	1	-	-
Prefer smaller institution	068	1	-	-
Total		3,900	3,900	3,900

Question 8a

RESPONSE	C.C. IN COL. 57 V24	NO. OF RESPONSES
No Response.	0	421
Yes	1	1,818
No.	2	1,661
Total.		3,900

Question 8b

COMPUTER CODE

First Response. . . .Columns 58, 59 & 60 - V25
 Second " " 61, 62 & 63 - V26
 Third " " 64, 65 & 66 - V27

RESPONSE	USE THIS CODE IN ABOVE INDICATED COLUMNS	NO. OF RESPONSES V25	V26	V27
No Response.	000	2,302	3,310	3,791
Course of studies not available.	001	55	9	3
Terminate education	002	25	-	-
Standard too low	003	13	4	1
Dislike for location.	004	219	37	6
Accommodation costly	005	15	15	2
Lack of familiarity with area	006	56	18	5
Prefer larger city over small town	007	314	72	11
Teaching staff not to Univ. stds.	008	9	3	2
No relatives there	009	25	14	-
Course quality would have to be examined	010	14	1	-
No work opportunities	011	7	12	1
Too close to home.	012	82	29	4
Desire to complete education at one institution.	013	64	12	2
Friends there	014	2	3	-
Preference for location.	015	10	1	-
Degree sought	016	35	11	1
Perceived lack of part-time work	017	3	3	1
No excitement	018	11	15	6
Desire to travel and meet people	019	18	13	2
Better living conditions	020	2	-	-
Better employment opportunities	021	2	2	2
Too crowded	022	1	1	-
School too small and personal.	023	9	5	1
Moving to Edmonton	024	22	3	-
Higher quality of instruction elsewhere	025	31	13	3
Limited educational opportunities	026	54	23	3
More facilities in a large center	027	66	27	11
Dislike for people in location	028	10	8	2
Travelling distance same or closer to Edmonton.	029	7	5	1
Moving	030	11	4	1
No financial support.	031	4	-	-
No friends here	032	44	45	12
Unaware of what this institution offers	033	18	11	1
School is old and unimpressive	034	3	2	-
Proximity to home.	035	38	4	1
Lack of recreational activity.	036	13	33	6
Better living conditions elsewhere	037	13	9	2
Personal reasons	038	57	20	2
Too far to travel from home	039	87	15	1
Want a change (novelty).	040	6	2	-
Economic reasons	041	12	9	1
Dislike for campus	042	5	2	-
Plan to attend N.A.I.T.	043	11	4	1
Not the best facilities.	044	21	22	4
Prefer to take education in Saskatchewan.	045	20	11	1
Already decided to attend elsewhere.	046	24	9	1
Inconvenient transportation	047	8	3	-

cont'd

Question 8b cont'd

RESPONSE	USE THIS CODE IN ABOVE INDICATED COLUMNS	NO. OF RESPONSES V25	V26	V27
Wish to establish independence ("be on own").	048	8	5	3
Don't want to stay in own home town	049	4	5	1
Does not have established reputation.	050	4	9	1
Too far from Edmonton.	051	-	1	-
Alberta students get first choice	052	1	-	-
Would rather take courses at own home town.	053	3	5	-
Total		3,900	3,900	3,900

COMPUTER PROGRAM FOR OBTAINING TOTAL RESPONSES IN EACH CATEGORY OF EVERY
VARIABLE ON "CATEGORIZATION OF RESPONSES TO STUDENT
EDUCATIONAL PLANS QUESTIONNAIRE"

FORTRAN IV C COMPILER MAIN 02-11-71 15:52.17 PAGE 001

```

0001            INTEGER KCOUNT(27,1,2)
0002            INTEGER INFC(27),NUM(27)
0003            DO 1 I=1,27
0004                NUM(I) = 0
0005            DO 1 J=1,161
0006                DO 1 K=1,2
0007                1 KCOUNT(I,J,K) = 0
0008            100 READ(5,13) INFC
0009            13 FORMAT(2(12,11),11,312,11,1413,11,313)
0010            DO 14 I=1,27
0011                IF(INFC(I).NE.0) GO TO 50
0012            14 CONTINUE
0013            GO TO 200
0014            50 DO 20 I=1,27
0015                IF(NUM(I).GT.0) GO TO 21
0016                NUM(I) = 1
0017                KCOUNT(I,1,1) = INFC(I)
0018                KCOUNT(I,1,2) = KCOUNT(I,1,2) + 1
0019                GO TO 20
0020            21 K = NUM(I)
0021                DO 22 J=1,K
0022                IF(KCOUNT(I,J,1).NE.INFC(I)) GO TO 22
0023                KCOUNT(I,J,2) = KCOUNT(I,J,2) + 1
0024                GO TO 20
0025            22 CONTINUE
0026                NUM(I) = NUM(I) + 1
0027                K = NUM(I)
0028                KCOUNT(I,K,1) = INFC(I)
0029                KCOUNT(I,K,2) = KCOUNT(I,K,2) + 1
0030            20 CONTINUE
0031            GO TO 100
0032            200 DO 30 I=1,27
0033                K = NUM(I)
0034                IF(K.LE.1) GO TO 40
0035                KK = K-1
0036                DO 31 J=1,KK
0037                    JJ = J + 1
0038                    DO 32 L=JJ,K
0039                    IF(KCOUNT(I,J,1).LE.KCOUNT(I,L,1)) GO TO 32
0040                    M1 = KCOUNT(I,J,1)
0041                    M2 = KCOUNT(I,J,2)
0042                    KCOUNT(I,J,1) = KCOUNT(I,L,1)
0043                    KCOUNT(I,J,2) = KCOUNT(I,L,2)
0044                    KCOUNT(I,L,1) = M1
0045                    KCOUNT(I,L,2) = M2
0046            32 CONTINUE
0047            31 CONTINUE
0048            40 WRITE(6,41) I
0049            41 FORMAT(///1X,'VARIABLE:',13/)
0050            IF(K.GT.0) GO TO 45
0051            WRITE(6,42)
0052            42 FORMAT(5X,'NO RESPONSE')
0053            GO TO 30
0054            45 ITCT = 0
0055                DO 46 J=1,K
0056                46 ITCT = ITCT + KCOUNT(I,J,2)
0057                K2 = 0
0058                60 K1 = K2 + 1
0059                K2 = K2 + 20
0060                IF(K2.GT.K) K2 = K
0061                WRITE(6,47) (KCOUNT(I,J,1),J=K1,K2)
0062                47 FORMAT(//20I10/)
0063                WRITE(6,48) (KCOUNT(I,J,2),J=K1,K2)
0064                48 FORMAT(20I10)
0065                IF(K2.LT.K) GO TO 60
0066                WRITE(6,49)
0067                49 FORMAT(//5X,'TOTAL'/)
0068                WRITE(6,48) ITCT
0069            30 CONTINUE
0070            STOP
0071            END

```

TOTAL MEMORY REQUIREMENTS 0090R2 BYTES
EXECUTION TERMINATED

\$RUN -LCAD#
EXECUTION BEGINS

VARIABLE: 1

Category	0	1	2	3	4	5	6	7	8	9	10	11	12	13
Code	15	16	17	18	19	20	21							
Total	1	75	59	173	46	99	182	29	46	73	259	271	63	
	552	55	33	50	97	48	95							

Code	22	23	24	25	27	29	30	31	32
Total	95	52	34	279	77	108	416	139	313

TOTAL

2900

COMPUTER PROGRAM USED TO GENERATE CROSS-TABULATIONS FOR SELECTED VARIABLES
OF THE "CATEGORIZATION OF RESPONSES TO STUDENT
EDUCATIONAL PLANS QUESTIONNAIRE"

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FORTRAN IV G COMPILER      MAIN      02-17-71      13:16.35      PAGE 0001

C
C FREQUENCY AND PERCENTAGE (ROW, COL, AND TOTAL) FOR VARIABLE GROUP
C
C   INTEGER LIM(6)
C   INTEGER V10(102), V12(133), V15(17), V18(50), V21(47), V25(61)
C   REAL PERC(41,41)
C   INTEGER FREQU(41,41), INFO(27), INDEX(40), KCOUNT(2,40), TEXP(41)
C   DATA V10/22,31,37,45,48,51,53,54,55,57,59,61,62,63,64,65,66,67,68,69,70,71,72,73,74,75,76,77,78,79,80,81,82,83,84,85,86,87,88,89,90,91,92,93,94,95,96,97,98,99,100,101,102,103,104,105,106,107,108,109,110,111,112,113,114,115,116,117,118,119,120,121,122,123,124,125,126,127,128,129,130,131,132,133,134,135,136,137,138,139,140,141,142,143,144,145,146,147,148,149,150,151,152,153,154,155,156,157,158,159,160,161,162,163,164,165,166,167,168,169,170,171,172,173,174,175,176,177,178,179,180,181,182,183,184,185,186,187,188,189,190,191,192,193,194,195,196,197,198,199,200,201,202,203,204,205,206,207,208,209,210,211,212,213,214,215,216,217,218,219,220,221,222,223,224,225,226,227,228,229,230,231,232,233,234,235,236,237,238,239,240,241,242,243,244,245,246,247,248,249,250,251,252,253,254,255,256,257,258,259,260,261,262,263,264,265,266,267,268,269,270,271,272,273,274,275,276,277,278,279,280,281,282,283,284,285,286,287,288,289,290,291,292,293,294,295,296,297,298,299,300,301,302,303,304,305,306,307,308,309,310,311,312,313,314,315,316,317,318,319,320,321,322,323,324,325,326,327,328,329,330,331,332,333,334,335,336,337,338,339,340,341,342,343,344,345,346,347,348,349,350,351,352,353,354,355,356,357,358,359,360,361,362,363,364,365,366,367,368,369,370,371,372,373,374,375,376,377,378,379,380,381,382,383,384,385,386,387,388,389,390,391,392,393,394,395,396,397,398,399,400,401,402,403,404,405,406,407,408,409,410,411,412,413,414,415,416,417,418,419,420,421,422,423,424,425,426,427,428,429,430,431,432,433,434,435,436,437,438,439,440,441,442,443,444,445,446,447,448,449,450,451,452,453,454,455,456,457,458,459,460,461,462,463,464,465,466,467,468,469,470,471,472,473,474,475,476,477,478,479,480,481,482,483,484,485,486,487,488,489,490,491,492,493,494,495,496,497,498,499,500,501,502,503,504,505,506,507,508,509,510,511,512,513,514,515,516,517,518,519,520,521,522,523,524,525,526,527,528,529,530,531,532,533,534,535,536,537,538,539,540,541,542,543,544,545,546,547,548,549,550,551,552,553,554,555,556,557,558,559,560,561,562,563,564,565,566,567,568,569,570,571,572,573,574,575,576,577,578,579,580,581,582,583,584,585,586,587,588,589,590,591,592,593,594,595,596,597,598,599,600,601,602,603,604,605,606,607,608,609,610,611,612,613,614,615,616,617,618,619,620,621,622,623,624,625,626,627,628,629,630,631,632,633,634,635,636,637,638,639,640,641,642,643,644,645,646,647,648,649,650,651,652,653,654,655,656,657,658,659,660,661,662,663,664,665,666,667,668,669,670,671,672,673,674,675,676,677,678,679,680,681,682,683,684,685,686,687,688,689,690,691,692,693,694,695,696,697,698,699,700,701,702,703,704,705,706,707,708,709,710,711,712,713,714,715,716,717,718,719,720,721,722,723,724,725,726,727,728,729,730,731,732,733,734,735,736,737,738,739,740,741,742,743,744,745,746,747,748,749,750,751,752,753,754,755,756,757,758,759,760,761,762,763,764,765,766,767,768,769,770,771,772,773,774,775,776,777,778,779,780,781,782,783,784,785,786,787,788,789,790,791,792,793,794,795,796,797,798,799,800,801,802,803,804,805,806,807,808,809,810,811,812,813,814,815,816,817,818,819,820,821,822,823,824,825,826,827,828,829,830,831,832,833,834,835,836,837,838,839,840,841,842,843,844,845,846,847,848,849,850,851,852,853,854,855,856,857,858,859,860,861,862,863,864,865,866,867,868,869,870,871,872,873,874,875,876,877,878,879,880,881,882,883,884,885,886,887,888,889,890,891,892,893,894,895,896,897,898,899,900,901,902,903,904,905,906,907,908,909,910,911,912,913,914,915,916,917,918,919,920,921,922,923,924,925,926,927,928,929,930,931,932,933,934,935,936,937,938,939,940,941,942,943,944,945,946,947,948,949,950,951,952,953,954,955,956,957,958,959,960,961,962,963,964,965,966,967,968,969,970,971,972,973,974,975,976,977,978,979,980,981,982,983,984,985,986,987,988,989,990,991,992,993,994,995,996,997,998,999,1000,1001,1002,1003,1004,1005,1006,1007,1008,1009,1010,1011,1012,1013,1014,1015,1016,1017,1018,1019,1020,1021,1022,1023,1024,1025,1026,1027,1028,1029,1030,1031,1032,1033,1034,1035,1036,1037,1038,1039,1040,1041,1042,1043,1044,1045,1046,1047,1048,1049,1050,1051,1052,1053,1054,1055,1056,1057,1058,1059,1060,1061,1062,1063,1064,1065,1066,1067,1068,1069,1070,1071,1072,1073,1074,1075,1076,1077,1078,1079,1080,1081,1082,1083,1084,1085,1086,1087,1088,1089,1090,1091,1092,1093,1094,1095,1096,1097,1098,1099,1100,1101,1102,1103,1104,1105,1106,1107,1108,1109,1110,1111,1112,1113,1114,1115,1116,1117,1118,1119,1120,1121,1122,1123,1124,1125,1126,1127,1128,1129,1130,1131,1132,1133,1134,1135,1136,1137,1138,1139,1140,1141,1142,1143,1144,1145,1146,1147,1148,1149,1150,1151,1152,1153,1154,1155,1156,1157,1158,1159,1160,1161,1162,1163,1164,1165,1166,1167,1168,1169,1170,1171,1172,1173,1174,1175,1176,1177,1178,1179,1180,1181,1182,1183,1184,1185,1186,1187,1188,1189,1190,1191,1192,1193,1194,1195,1196,1197,1198,1199,1200,1201,1202,1203,1204,1205,1206,1207,1208,1209,1210,1211,1212,1213,1214,1215,1216,1217,1218,1219,1220,1221,1222,1223,1224,1225,1226,1227,1228,1229,1230,1231,1232,1233,1234,1235,1236,1237,1238,1239,1240,1241,1242,1243,1244,1245,1246,1247,1248,1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249,2250,2251,2252,2253,2254,2255,2256,2257,2258,2259,2260,2261,2262,2263,2264,2265,2266,2267,2268,2269,2270,2271,2272,2273,2274,2275,2276,2277,2278,2279,2280,2281,2282,2283,2284,2285,2286,2287,2288,2289,2290,2291,2292,2293,2294,2295,2296,2297,2298,2299,2300,2301,2302,2303,2304,2305,2306,2307,2308,2309,2310,2311,2312,2313,2314,2315,2316,2317,2318,2319,2320,2321,2322,2323,2324,2325,2326,2327,2328,2329,2330,2331,2332,2333,2334,2335,2336,2337,2338,2339,2340,2341,2342,2343,2344,2345,2346,2347,2348,2349,2350,2351,2352,2353,2354,2355,2356,2357,2358,2359,2360,2361,2362,2363,2364,2365,2366,2367,2368,2369,2370,2371,2372,2373,2374,2375,2376,2377,2378,2379,2380,2381,2382,2383,2384,2385,2386,2387,2388,2389,2390,2391,2392,2393,2394,2395,2396,2397,2398,2399,2400,2401,2402,2403,2404,2405,2406,2407,2408,2409,2410,2411,2412,2413,2414,2415,2416,2417,2418,2419,2420,2421,2422,2423,2424,2425,2426,2427,2428,2429,2430,2431,2432,2433,2434,2435,2436,2437,2438,2439,2440,2441,2442,2443,2444,2445,2446,2447,2448,2449,2450,2451,2452,2453,2454,2455,2456,2457,2458,2459,2460,2461,2462,2463,2464,2465,2466,2467,2468,2469,2470,2471,2472,2473,2474,2475,2476,2477,2478,2479,2480,2481,2482,2483,2484,2485,2486,2487,2488,2489,2490,2491,2492,2493,2494,2495,2496,2497,2498,2499,2500,2501,2502,2503,2504,2505,2506,2507,2508,2509,2510,2511,2512,2513,2514,2515,2516,2517,2518,2519,2520,2521,2522,2523,2524,2525,2526,2527,2528,2529,2530,2531,2532,2533,2534,2535,2536,2537,2538,2539,2540,2541,2542,2543,2544,2545,2546,2547,2548,2549,2550,2551,2552,2553,2554,2555,2556,2557,2558,2559,2560,2561,2562,2563,2564,2565,2566,2567,2568,2569,2570,2571,2572,2573,2574,2575,2576,2577,2578,2579,2580,2581,2582,2583,2584,2585,2586,2587,2588,2589,2590,2591,2592,2593,2594,2595,2596,2597,2598,2599,2600,2601,2602,2603,2604,2605,2606,2607,2608,2609,2610,2611,2612,2613,2614,2615,2616,2617,2618,2619,2620,2621,2622,2623,2624,2625,2626,2627,2628,2629,2630,2631,2632,2633,2634,2635,2636,2637,2638,2639,2640,2641,2642,2643,2644,2645,2646,2647,2648,2649,2650,2651,2652,2653,2654,2655,2656,2657,2658,2659,2660,2661,2662,2663,
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0077      16 K= KOUNT(1,I)
0078      DC 17 J=1,K
0079      JJ = J+1
0080      IF(FREQ(J,J,1,I).EQ.INFO(111)) GO TO 18
0081      17 CONTINUE
0082      JJ = JJ + 1
0083      KOUNT(1,I) = KOUNT(1,I) + 1
0084      18 KK = KOUNT(2,I)
0085      DC 19 L=1,KK
0086      LL = L+1
0087      IF(FREQ(1,LL,I).EQ.INFO(112)) GO TO 20
0088      19 CONTINUE
0089      KOUNT(2,I) = KOUNT(2,I) + 1
0090      LL = LL + 1
0091      20 FREQ(1,LL,I) = INFO(112)
0092      FREQ(J,J,1,I) = INFO(111)
0093      FREQ(J,J,LL,I) = FREQ(J,J,LL,I) + 1
0094      15 CONTINUE
0095      GO TO 100

C
C SORT FREQUENCY TABLES IN INCREASING ORDER
C
0096      57 DO 30 I=1,NM
0097      I1 = KOUNT(1,I)
0098      IF(I1.LE.1) GO TO 40
0099      I11 = 11 + 1
0100      MM1 = KOUNT(2,I) + 1
0101      DO 31 J=2,I1
0102      I1 = J + 1
0103      DO 32 K=11,I11
0104      IF(FREQ(J,I,I).LE.FREQ(K,I,I)) GO TO 32
0105      DC 33 L=1,MM1
0106      TEMP(L) = FREQ(J,I,I)
0107      DC 34 L=1,MM1
0108      FREQ(J,I,I) = FREQ(K,I,I)
0109      DC 35 L=1,MM1
0110      FREQ(K,I,I) = TEMP(L)
0111      32 CONTINUE
0112      31 CONTINUE
0113      40 I1 = KOUNT(2,I)
0114      IF(I1.LE.1) GO TO 30
0115      MM1 = KOUNT(1,I) + 1
0116      I11 = 11 + 1
0117      DO 41 J=2,I1
0118      I1 = J + 1
0119      DC 42 K=11,I11
0120      IF(FREQ(1,J,I).LE.FREQ(1,K,I)) GO TO 42
0121      DC 43 L=1,MM1
0122      TEMP(L) = FREQ(1,J,I)
0123      DO 44 L=1,MM1
0124      FREQ(1,J,I) = FREQ(1,K,I)
0125      DO 45 L=1,MM1
0126      FREQ(1,K,I) = TEMP(L)
0127      42 CONTINUE
0128      41 CONTINUE

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0129      30 CONTINUE
0130      C OUTPUT SECTION
0131      C
0132      DO 50 I=1,NM
0133      I1 = 11 + 1
0134      WRITE(6,51) I,INDEX(11),INDEX(12)
0135      51 FORMAT(1H1,54X,11,13/55X,9(1H-)/51X,1VAH1ABLF,13,1 - ,1,1)
0136      NPOW = KOUNT(1,I) + 1
0137      NCOL = KOUNT(2,I) + 1
0138      NROW1 = NROW + 1
0139      NCOL1 = NCOL + 1
0140      DC 52 J=2,NROW
0141      FREQ(J,NCOL1,I) = FREQ(J,NCOL1,I) + FREQ(J,K,I)
0142      52 CONTINUE
0143      DC 53 J=2,NCOL1
0144      DO 54 K=2,NROW
0145      FREQ(NROW1,J,I) = FREQ(NROW1,J,I) + FREQ(K,J,I)
0146      53 CONTINUE
0147      I6 = 0
0148      WRITE(6,84)
0149      84 FORMAT(///1X,'FREQUENCY')
0150      K2 = 1
0151      DO K1 = K2 + 1
0152      K2 = K2 + 15
0153      I6 = I6 + 1
0154      IF(K2.GT.NCOL1) K2 = NCOL1
0155      KK2 = K2
0156      IF(K2.EQ.NCOL1) KK2 = K2 - 1
0157      IF(I6.NE.1) WRITE(6,59)
0158      59 FORMAT(///)
0159      IF(K1.LE.KK2) WRITE(6,54) (FREQ(1,L,1),L=K1,KK2)
0160      54 FORMAT(15X,15I7)
0161      WRITE(6,55)
0162      55 FORMAT(1X,119(1H-))
0163      DO 56 K=2,NROW
0164      WRITE(6,57) FREQ(K,1,I),FREQ(K,L,1),L=K1,K2)
0165      57 FORMAT(14X,11/113,11,15I7)
0166      56 CONTINUE
0167      WRITE(6,58) (FREQ(NROW1,L,1),L=K1,K2)
0168      58 FORMAT(14X,11,15I7)
0169      IF(K2.NE.NCOL1) GO TO 60

C
C CALCULATE AND PRINT PERCENTAGE BY ROWS
C
0170      I6 = 0
0171      WRITE(6,63)
0172      63 FORMAT(///1X,'PERCENTAGE BY ROWS')
0173      DO 61 J=2,NROW1
0174      DO 62 K=2,NCOL1
0175      PERC(J,K)=FLOAT(FREQ(J,K,I)*100)/FLOAT(FREQ(J,NCOL1,I))
0176      61 CONTINUE
0177      K2 = 1

```

cont'd

APPENDIX B

Parent Questionnaire

Categorization of Responses to Parent Questionnaire

THE COLLEGE ADMINISTRATION PROJECT

SPONSORED BY

THE W. K. KELLOGG FOUNDATION

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION



THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

Dear Parent or Guardian:

With funds made available by the Kellogg Foundation the Department of Educational Administration, University of Alberta, is conducting a study of the educational needs in your area of the province. The study is concerned mainly with education beyond the high school level.

We are requesting the assistance and cooperation of parents of high school students and would be most appreciative if you would take a few minutes to answer the following questions and return the information in the enclosed envelope.

1. Your occupation _____
2. Occupation of spouse _____
3. Name of high school which your children attend _____
4. Please indicate the number of children that you have
 - a. that are of pre-school age _____
 - b. in elementary school _____
 - c. in junior high school _____
 - d. in high school _____
 - e. at home and beyond high school age _____
5. If you have any sons or daughters that are attending other educational institutions, please list the institution that they are attending and the program that they are taking.

Institution

Program

_____	_____
_____	_____
_____	_____

6. How many of your son(s) [or daughter(s)] that now attend high school will likely be taking more education after high school?

Sons _____

Daughters _____

Please indicate the institution(s) that they are likely to attend.

7. a. If one or more years of the program of particular interest to your children were to be offered at Vermilion would they probably take it there?

Yes _____

No _____

- b. If no, please explain why.

8. a. If you could choose the town or city in which you would like to have your children take further education beyond high school, what city or town would you choose?

- b. Please briefly explain why. _____

9. a. If a course of interest to you or your spouse were offered in the community in which your children attend high school would you or your spouse take such a course? (Examples of courses of possible interest to you might include: general interest courses such as "crafts", courses to increase your skill in business--such as farm business management--courses for high school credits, etc.)

Yes _____

No _____

- b. If yes, please list in order of preference the kinds of courses that would be of most interest to you.

Thank you for your help.

R. Bryce, Project Coordinator

VERMILION PROJECT

CATEGORIZATION OF RESPONSES TO
"PARENT" QUESTIONNAIRE

Question 1 & 2

Who answered the questionnaire?

(as derived from questions 1 and 2)

	COMPUTER CODE (C.C.) IN COL. 1 VARIABLE (V) 1	NO. OF RESPONSES
No response	0	18
Husband	1	1,076
Wife	2	273
One answer -- unknown	3	32
Two answers -- unknown	4	41
Total		1,440

OCCUPATION OF HUSBAND (Three-digit code chosen from "Dictionary of Occupational Titles")	C.C. IN COL. 2,3&4 V2	NO. OF RESPONSES
No response	000	77
Power engineer	003	1
Chemical Engineer	008	1
Mining & petroleum engineering	010	1
Hospital engineer	012	1
Engineer	019	2
Agriculturist	040	1
Physicians and surgeons	070	11
Veterinarians	073	1
Pharmacists	074	1
Optometrist	076	1
Occupations in medicine and health: ward aid, nursing aid, employee in hospital	079	2
Occupations in Vocational Education: lab. assistant, motors	097	1
Occupations in education: teachers, sec. treasurer, sub. teachers	099	26
Clergymen	120	8
Missionary	129	1
Writers and editors, publications	132	1
Occupations in photography	143	2
Accountants	160	3
Budget & management analysis occupa- tions: credit advisors	161	2
Purchasing management occupations eg. grain buyer, livestock agents	162	11
Sales and distribution management occupations: eg. oil bulk agents	163	7
Public relations management occupations	165	3
Personnel & training administration occupations eg. executive director, director of education	166	5
Occupations in administrative specializa- tions eg. Regional administration agriculture, hospital adm.	169	6
Agriculture, forestry, and fishing industry managers and officials	180	9
Manufacturing industry managers and officials	183	1
Transportation, communication, and utilities industry managers and officials	184	19
Wholesale and retail trade managers and officials	185	44
Finance, insurance, and real estate managers and officials	186	4
Service industry managers and officials	187	4
Public administration managers and officials	188	10
Miscellaneous managers and officials eg: business managers, owners, hotel manager, trailer park owner, billiard parlor manager	189	31
Agents and appraisers	191	1
Radio operators	193	1
Railroad conductors	198	1
Miscellaneous professional, technical and managerial occupations eg: supervisors, foreman, inspectors	199	28

cont'd

OCCUPATION OF HUSBAND	C.C. IN COL. 2,3&4 V2	NO. OF RESPONSES
Secretaries	201	1
Municipal secretary treasurers	204	2
Personnel clerks	205	1
Bookkeepers	210	1
Post office clerks	232	4
Mail carriers	233	1
Salesmen, real estate and insurance	250	3
Salesmen, transportation services	255	1
Salesmen, services	259	3
Salesmen for mens apparel	263	1
Salesmen and sales persons, fuel and petroleum products	267	3
Salesmen & sales persons, farm, garden equipment & supplies	277	3
Salesmen, sewing machines	278	1
Salesmen, transportation equipment	280	3
Salesmen and sales persons, commo- dities	289	6
Sales clerks	290	3
Merchandising occupations	299	1
Bartenders	312	1
Miscellaneous cooks, except domestic eg: assistant cook	315	1
Meat cutters, except in slaughter & packing houses	316	1
Barbers	330	4
Embalmers & related occupations	338	1
Watchmen and commissionaires	372	7
Firemen, fire department	373	4
Policemen and detectives, public service	375	2
Sheriffs and bailiffs	377	2
Soldiers, sailors, marines, airmen and coast guardsmen	378	12
Porters and cleaners	381	1
Janitors	382	16
Building and related service occupa- tions	389	2
Horticultural specialty occupations	406	1
Dairy farming occupations	411	2
Livestock farming occupations	413	18
Animal farming occupations eg: fur farmer	419	2
General farming occupations	421	670
Farm couples	423	33
Miscellaneous farming and related occupations eg: apiarist	429	1
Fishermen, miscellaneous gear	433	2
Forest conservation occupations	441	4
Occupations in production of forest products, except logging	442	1
Forestry occupations eg: Forest technician	449	1
Agricultural service occupation	469	2
Cooking and baking occupations	526	1
Occupations in processing of food, tobacco and related products	529	2
Occupations in processing of petroleum, coal, natural and manufactured gas, and related products	549	4
Occupations in processing of chemicals, plastics, synthetics, rubber, paint and related products	559	2
Motorized vehicle and engineering equipment mechanics repairmen	620	3
Engine, power transmission, and related mechanics	625	1
Special industry machinery mechanics eg: Pipeline mechanic	629	1
Utilities service mechanics and repairmen	637	1
Mechanics and machinery repairmen	639	16
Printing machine occupations	652	3
Cabinet makers	660	1
Occupations in fabrication of ordnance, ammunition and related products	694	1
Occupations in fabrication, assembly and repair of jewelry, silverware and related products	700	1
Occupations in assembly and repair of electrical appliances and fixtures	723	1
Occupations in fabrication and repair of products made from assorted materials	739	1
Painting, decorating, and related occupations	749	6
Occupations in fabrication and repair of furniture	763	1
Fitting, bolting, screwing and related occupations	801	1
Bodymen, transportation equipment Welders, flame cutters, and related occupations	807	2
	819	12

cont'd

OCCUPATION OF HUSBAND	C.C. IN COL. 2,3&4 V2	NO. OF RESPONSES
Occupations in assembly, installation, and repair of industrial apparatus	826	1
Occupations in assembly, installation, and repair of large household appliances and similar commercial and industrial equipment	827	1
Occupations in assembly, installation, and repair of electrical products	829	4
Plasterers and related occupations	842	2
Drainage and related occupations eg: pipe layer	851	1
Excavating, grading, paving, and related occupations eg: Highway maintenance, road construction	859	14
Carpenters and related occupations	860	30
Brick and stone masons and tile setters	861	1
Plumbers, gas fitters, steam fitters and related occupations	862	5
Miscellaneous construction occupations	869	22
Occupations in structural maintenance	891	3
Concrete-mixing-truck drivers	900	1
Truck drivers, heavy	905	17
Motor freight occupations	909	11
Railroad transportation occupations	910	10
Passenger transportation occupations	913	6
Pumping and pipeline transportation occupations	914	1
Miscellaneous transportation occupations eg: drivers	919	1
Packaging and materials handling occupations	929	5
Boring, drilling, cutting, and related occupations	930	3
Occupations in generation, transmission, and distribution of electric light and power	952	2
Occupations in filtration, purification and distribution of water	954	1
Occupations in distribution of steam	956	5
Occupations in production and distribution of utilities	959	4
Motion picture projectionists	960	1
Student	995	2
Divorced	996	1
Civil Servant	997	7
Retired	998	31
Deceased	999	28
Total		1,440

DOES HUSBAND HAVE SECOND OCCUPATION?	C.C. IN COL. 5 V3	NO. OF RESPONSES
No response	0	1,395
Yes	1	45

OCCUPATION OF WIFE (Three-digit code chosen from "Dictionary of Occupational Titles")	C.C. IN COL. 6,7&8 V4	NO. OF RESPONSES
No response	000	79
Occupations in chemistry: laboratory aid	022	1
Registered nurses	075	20
Dietitians & dietary aids	077	5
Occupations in medicine & health: ward aids, nursing aids	079	22
Occupations in secondary school education	091	2
Kindergarten teachers	092	1
Home economists	096	2
Occupations in education: teachers, sub. teachers	099	64
Librarians	100	2
Missionary	129	1
Freelance writer & poet	130	1
Artist	149	1
Music teacher	152	1
Budget & management analysis occupations: eg: credit advisor	161	1
Occupations in administrative specializations eg: director of nursing hospital adm.	169	2
Wholesale and retail trade managers and officials	185	3
Public administration managers and officials	188	3
Miscellaneous managers and officials eg: business managers, owners	189	5
Miscellaneous professional, technical and managerial occupations eg: supervisors, foreman	199	2
Secretaries	201	11
Stenographers	202	7
Typists	203	2

OCCUPATION OF WIFE	C.C. IN COL. 6,7&8 V4	NO. OF RESPONSES
Personnel clerks	205	1
Stenography, typing, filing and related occupations eg: office assistance	209	6
Bookkeepers	210	13
Tellers	212	5
Production clerks	221	2
Material & production recording occupations	229	1
Post office clerks	232	6
Receptionists	237	2
Salesmen, real estate and insurance	250	1
Sales clerks	290	34
Merchandising occupations	299	1
Homemakers	303	1,040
Cooks, domestic	305	1
Waitresses, and related food service occupations	311	4
Chefs & cooks, small hotels & restaurants	314	3
Miscellaneous cooks, except domestic eg: assistant cook	315	6
Kitchen workers	318	3
Boarding house & lodging house keepers	320	1
Housekeepers, hotels & institutions	321	5
Maids, hotels, restaurants & related establishments	323	1
Hairdresser	332	1
Cosmetology, and related service occupations	339	1
Laundry occupations	361	1
Dry cleaners	362	1
Janitors	382	6
Horticultural specialty occupations eg: nurserymen	406	1
General farming	421	12
Farm couples	423	33
Occupations in processing products from assorted materials eg: seamstress	590	1
Student	995	3
Retired	998	2
Deceased	999	3
Total		1,440

DOES WIFE HAVE SECOND OCCUPATION?	C.C. IN COL. 9 V5	NO. OF RESPONSES
No response	0	1,147
Yes	1	293
Total		1,440

Question 3

If more than one high school is listed, a 1 (one) appears in column 76 - V35

No second response	1,412
More than one	28
Total	1,440

HIGH SCHOOL	C.C. IN COL. 10&11 V6	NO. OF RESPONSES
No Response	00	13
Andrew	01	47
Chauvin	02	15
Daysland	03	78
Derwent	04	45
Edgerton	05	11
Glendon	06	24
Grand Center	07	55
Heinsburg	08	17
Innisfree	09	23
Irma	10	28
J.A. Williams (Lac La Biche)	11	62
J.R. Robson (Vermilion)	12	127
Kitscoty	13	37
Lashburn (Sask.)	14	22
Lloydminster	15	163
Loon Lake (Sask.)	16	14
Maidstone (Sask.)	17	40
Mannville	18	29
Marwayne	19	00
Neilburg (Sask.)	20	23
New Myrnam (Hyrnam)	21	51
Notre Dame (Bonnyville)	22	43
Paradise Hill (Sask.)	23	18

cont'd

cont'd

HIGH SCHOOL	C.C. IN COL. 10&11 V6	NO. OF RESPONSES
Provost	24	23
Sedgewick	25	120
Sg. Miller (Elk Point)	26	00
St. Jeromes (Vermilion)	27	24
St. Paul Regional	28	00
Two Hills	29	57
Vegreville	30	102
Viking	31	53
Wainwright	32	76

Question 4

Use the following code:

One 1
 Two 2
 Three . . . 3
 Four 4
 Five 5
 Six 6
 Etc.

4a -- No. of pre-school age children C.C. IN COL. 12 - V7
 4b -- No. in elementary school C.C. IN COL. 13 - V8
 4c -- No. in junior high school C.C. IN COL. 14 - V9
 4d -- No. in high school C.C. IN COL. 15 - V10
 4e -- No. at home and beyond high school . . C.C. IN COL. 16 - V11

NO. OF RESPONSES

NUMBER	VARIABLE				
	V7	V8	V9	V10	V11
0	1,204 ...	704 ...	698 ...	36 ...	1,109
One	187 ...	399 ...	544 ...	1,010 ...	202
Two	41 ...	230 ...	184 ...	355 ...	66
Three	6 ...	74 ...	11 ...	35 ...	36
Four	2 ...	25 ...	3 ...	4 ...	16
Five	...	5 ...	...	...	5
Six	...	2 ...	...	...	2
Seven	...	1 ...	...	...	1
Eight	...	...	...	...	1
Nine	...	...	...	...	2

Question 5

NO. OF CHILDREN LISTED	C.C. IN COL. 17 V12	NO. OF RESPONSES
No response	0	1,086
One	1	282
Two	2	62
Three	3	8
Four	4	2

First listing C.C. IN COL. 18, 19 & 20 - V13

Second " C.C. IN COL. 21, 22 & 23 - V14

Third " C.C. IN COL. 24, 25 & 26 - V15

Question 5 cont'd

INSTITUTION	USE THIS CODE IN ABOVE INDICATED COLUMNS	NO. OF RESPONSES					USE THIS CODE IN ABOVE INDICATED COLUMNS	NO. OF RESPONSES				
		V13	V14	V15	V21	V22		V13	V14	V15	V21	V22
No Response	000	1,083	1,380	1,433	150	941	1,329	1	1	1	6	1
University of Alberta (Edmonton)	001	139	17	4	355	61	10	6	1	1	6	1
University of Calgary	002	1	5	2	2	132	11	2	1	1	4	2
N.A.I.T.	003	52	8	1	325	132	11	2	1	1	5	3
University of Saskatchewan	004	19	3	3	43	12	2	2	1	1	5	3
Vermilion	005	14	2	2	58	25	8	2	1	1	5	3
Technical School in Edmonton	006	1	1	1	1	1	1	2	1	1	5	3
Edmonton	007	2	1	1	12	3	1	2	1	1	5	3
Undecided	008	1	1	1	71	3	1	2	1	1	5	3
Calgary	009	1	1	1	26	11	9	2	1	1	5	3
College	010	1	1	1	6	11	3	2	1	1	5	3
Mount Royal College, Calgary	011	5	1	1	10	23	11	2	1	1	5	3
S.A.I.T.	012	4	2	1	156	59	4	2	1	1	5	3
U.S.A.	013	13	1	1	11	1	1	2	1	1	5	3
University	014	6	1	1	7	4	1	2	1	1	5	3
Camrose Lutheran College	015	6	1	1	10	10	1	2	1	1	5	3
Alberta College	016	1	1	1	35	22	10	2	1	1	5	3
Winnipeg	017	1	1	1	1	1	1	2	1	1	5	3
Saskatoon	018	1	1	1	1	1	1	2	1	1	5	3
Technical Institute	019	1	1	1	1	1	1	2	1	1	5	3
Montreal	020	1	1	1	1	1	1	2	1	1	5	3
Simon Fraser	021	1	1	1	1	1	1	2	1	1	5	3
Vancouver City College	022	1	1	1	1	1	1	2	1	1	5	3
Red Deer College	023	1	1	1	2	2	1	2	1	1	5	3
Robertson Secretarial School, Saskatoon	024	1	1	1	1	1	1	2	1	1	5	3
Camrose	025	1	1	1	3	1	1	2	1	1	5	3
Lethbridge	026	1	1	1	2	1	1	2	1	1	5	3
University of Manitoba	027	2	1	1	1	1	1	2	1	1	5	3
Edmonton College	028	1	1	1	1	1	1	2	1	1	5	3
University of Victoria	029	1	1	1	1	1	1	2	1	1	5	3
British Columbia Institute of Technology	030	1	1	1	1	1	1	2	1	1	5	3
Yorkton	031	1	1	1	2	2	1	2	1	1	5	3
Secretarial School	032	1	1	1	3	1	1	2	1	1	5	3
Attend College, then University	033	2	1	1	1	1	1	2	1	1	5	3
Armed Services	034	1	1	1	1	1	1	2	1	1	5	3
New York	035	1	1	1	1	1	1	2	1	1	5	3
London, England	036	1	1	1	1	1	1	2	1	1	5	3
Toronto	037	1	1	1	1	1	1	2	1	1	5	3
Saskatchewan	038	1	1	1	1	1	1	2	1	1	5	3
Luxembourg	039	1	1	1	1	1	1	2	1	1	5	3
British Columbia	040	1	1	1	1	1	1	2	1	1	5	3
Ontario	041	1	1	1	1	1	1	2	1	1	5	3
Red Deer	042	1	1	1	1	1	1	2	1	1	5	3
University of British Columbia	043	1	1	1	2	2	1	2	1	1	5	3
Queens University	044	1	1	1	1	1	1	2	1	1	5	3
Waterloo	045	1	1	1	1	1	1	2	1	1	5	3
Misericordia Hospital School of Nursing	046	1	1	1	1	1	1	2	1	1	5	3
Lloyminster College	047	1	1	1	1	1	1	2	1	1	5	3
Correspondence course	048	1	1	1	1	1	1	2	1	1	5	3
Selkirk College, B.C.	049	1	1	1	1	1	1	2	1	1	5	3
Port Arthur, Ont.	050	1	1	1	1	1	1	2	1	1	5	3
P.A.V.C. Bible School, Edmonton	051	1	1	1	1	1	1	2	1	1	5	3
Royal Alexandra Hospital Nursing School	052	6	2	1	4	4	1	2	1	1	5	3
Lamont	053	1	1	1	1	1	1	2	1	1	5	3
Lloyminster	054	1	1	1	1	1	1	2	1	1	5	3
European university	055	1	1	1	1	1	1	2	1	1	5	3

cont'd

cont'd

Question 5 cont'd

INSTITUTION	USE THIS CODE IN ABOVE INDICATED COLUMNS				NO. OF RESPONSES				USE THIS CODE IN ABOVE INDICATED COLUMNS				NO. OF RESPONSES			
	V13	V14	V15	V21	V22	V23	INSTITUTION	V13	V14	V15	V21	V22	V23			
Alberta Hospital, Ponoka.	.	.	.	.	.	.	Moosejaw Technical Institute .	.	.	.	.	.	.			
McKay Technical Institute	.	.	.	.	.	.	Branson Nursing School, Oshawa	.	.	.	.	.	.			
Alberta College of Art	.	.	.	.	.	.	Ont.	.	.	.	.	.	.			
Night school.	.	.	.	.	.	.	Nursing aid school	.	.	.	.	.	.			
Eston Bible School.	.	.	.	.	.	.	Training at hospital.	.	.	.	.	.	.			
Hendersons Business College,	.	.	.	.	.	.	Molar Barber School	.	.	.	.	.	.			
Calgary	.	.	.	.	.	.	Vancouver Bible Institute	.	.	.	.	.	.			
Fort Smith, N.W.T.	.	.	.	.	.	.	Nipawin Bible Institute.	.	.	.	.	.	.			
Newstart	.	.	.	.	.	.	Victoria Composite H.S.	.	.	.	.	.	.			
B.C.	.	.	.	.	.	.	Le Tourneau College	.	.	.	.	.	.			
(040) 118	.	.	.	.	.	.	Le Cairns Vocational School . . .	.	.	.	.	.	.			
San Francisco University	.	.	.	.	.	.	Hairdressing	.	.	.	.	.	.			
Military college	.	.	.	.	.	.	Concordia College.	.	.	.	.	.	.			
Ponoka Nursing School.	.	.	.	.	.	.	Career Academy.	.	.	.	.	.	.			
Edmonton nursing aid school.	.	.	.	.	.	.	Camrose Composite High School.	.	.	.	.	.	.			
Atlantic School, Inglewood Calif.	.	.	.	.	.	.	Air stewardess.	.	.	.	.	.	.			
North Battleford	.	.	.	.	.	.	Saskatoon Professional Figure	.	.	.	.	.	.			
Canadian chiropractic college	.	.	.	.	.	.	Skating School	.	.	.	.	.	.			
R.C.M.P. training schools	.	.	.	.	.	.	University of California,	.	.	.	.	.	.			
Vocational school	.	.	.	.	.	.	Berkeley, Cal.	.	.	.	.	.	.			
Veterinary school	.	.	.	.	.	.	New Brunswick	.	.	.	.	.	.			
Royal Roads College, Victoria,	.	.	.	.	.	.	Detroit	.	.	.	.	.	.			
B.C.	.	.	.	.	.	.	University of Regina	.	.	.	.	.	.			
Naval Education Base, Cornwallis	.	.	.	.	.	.	Canadian Nazarene College, Winnipeg.	.	.	.	.	.	.			
Ont.	.	.	.	.	.	.	La Ronge Sask. Bible Institute	.	.	.	.	.	.			
Ruby Sharon School of Hair-	.	.	.	.	.	.	Ontario Bible College	.	.	.	.	.	.			
dressing, Edmonton	.	.	.	.	.	.	Wheaton College	.	.	.	.	.	.			
Lethbridge University.	.	.	.	.	.	.	Veterinarian College, Saskatoon	.	.	.	.	.	.			
Holy Cross Hospital, Calgary	.	.	.	.	.	.	Sask.	.	.	.	.	.	.			
Quebec City	.	.	.	.	.	.	University of Montana	.	.	.	.	.	.			
Kansas City	.	.	.	.	.	.	Chicago Vocational Training	.	.	.	.	.	.			
Europe	.	.	.	.	.	.	School	.	.	.	.	.	.			
Bringham Young University	.	.	.	.	.	.	Calgary School of Arts	.	.	.	.	.	.			
Auctioneering school, Montana	.	.	.	.	.	.	Camrose Vocational	.	.	.	.	.	.			
McTavish Business College,	.	.	.	.	.	.	Christian Institution	.	.	.	.	.	.			
Edmonton	.	.	.	.	.	.	Trinity, Langley, B.C.	.	.	.	.	.	.			
University of Minnesota	.	.	.	.	.	.	Teacher's college, Saskatoon	.	.	.	.	.	.			
Archer Memorial School of Nursing.	.	.	.	.	.	.	Department of Transport.	.	.	.	.	.	.			
Saskatchewan Institute of	.	.	.	.	.	.	Hinton School of Forestry	.	.	.	.	.	.			
Technology	.	.	.	.	.	.	Northwest Baptist Theological	.	.	.	.	.	.			
Melbourne, Australia	.	.	.	.	.	.	College	.	.	.	.	.	.			
Riverview Hospital, Essondale	.	.	.	.	.	.	Success Business College	.	.	.	.	.	.			
B.C.	.	.	.	.	.	.	Ottawa University.	.	.	.	.	.	.			
Prairie Bible Institute	.	.	.	.	.	.	Wetaskiwin High School	.	.	.	.	.	.			
Red Deer Hospital	.	.	.	.	.	.	Atlantic College, south Wales.	.	.	.	.	.	.			
Baptist Leadership Training	.	.	.	.	.	.	Arizona Western College.	.	.	.	.	.	.			
School, Calgary	.	.	.	.	.	.	Old Strathcona Education	.	.	.	.	.	.			
Forest ranger school	.	.	.	.	.	.	Continuation Center	.	.	.	.	.	.			
La Salle Commercial College,	.	.	.	.	.	.	Canadian Union College	.	.	.	.	.	.			
Calgary.	.	.	.	.	.	.	Walla Walla College, Washington	.	.	.	.	.	.			
Rocky Mountain College, Montana	.	.	.	.	.	.	Buer-Myks College.	.	.	.	.	.	.			
Washington State	.	.	.	.	.	.	Teacher's college.	.	.	.	.	.	.			
U.C.L.A.	.	.	.	.	.	.	V.R.R.I., Calgary.	.	.	.	.	.	.			
McConnells Air School,	.	.	.	.	.	.	McKay Institute, Vancouver. . . .	.	.	.	.	.	.			
Minneapolis Min.	.	.	.	.	.	.	St. Paul Regional High School.	.	.	.	.	.	.			
University of Toronto.	.	.	.	.	.	.	Covenant College	.	.	.	.	.	.			
Camrose College.	.	.	.	.	.	.	Graceland College.	.	.	.	.	.	.			
California	.	.	.	.	.	.	San School of Nursing, Missouri	.	.	.	.	.	.			
Saskatchewan.	.	.	.	.	.	.	Aviation Technical College. . . .	.	.	.	.	.	.			
University of Utah.	.	.	.	.	.	.	M.B. Bible College	.	.	.	.	.	.			
Calgary nursing aid school	.	.	.	.	.	.	Haymour School	.	.	.	.	.	.			
	.	.	.	.	.	.	Millar Memorial Bible	.	.	.	.	.	.			
	.	.	.	.	.	.	Institute, Sask.	.	.	.	.	.	.			
	.	.	.	.	.	.	New Westminster (nursing)	.	.	.	.	.	.			
Total	1,440	1,440	1,440	1,440	1,440	1,440										

cont'd

Question 5 cont'd

PROGRAM	USE THIS CODE IN ABOVE INDICATED COLUMNS				NO. OF RESPONSES			
	V16	V17	V18	V32	V33	V34		
No Response								
1. Electrical	000	1,090	1,368	586	847	1,154		
2. Automotive	001	5		4	5	4		
3. Business and Commercial	002	5	1					
4. Printing, Art and Drafting	003	4		45	20	6		
5. Home Economics (including food preparation, sewing and design, and beauty culture).	004	1				1		
6. Extractive trades (such as mining, agricultural mechanics, forestry and horticulture).	005	4	2	15	23	10		
7. Mechanical and Construction (such as welding, machine shop, building construction)	006	1		1	1	2		
1. Agriculture	007	5			1	1		
2. Arts	008	7	2	4	1	3		
3. Business Administration and Commerce	009	34	7	4		1		
4. Dentistry	010	15	3	19	14	5		
5. Education	011			11	4	1		
6. Engineering	012	65	12	2	2	1		
7. Household Economics	013	17	3	2	2	1		
8. Law	014		1					
9. Library Science	015	5						
10. Medicine	016		2					
11. Nursing	017	5	2	7	8	4		
12. Pharmacy	018	26	3	1				
13. Physical Education	019	5		1	1			
14. Science	020	6	2	2	1			
	021	14	4	2	3			
Milwright	022							
Heavy Duty Diesel	023	1						
Recreation	024	2	1					
Radio, Stage and T.V. Arts	025	1		1				
Nursing Aide	026	1	1	7	7	3		
Social	027	2		4	2	2		
Biological or Biochemical Sciences	028							
Photography	029	6		1	1	1		
Forestry	030	1		1	2			
Civil Engineering Technology	031	3						
R.C.M.P. or Police	032	2	1					
Armed Forces	033							
Secretary or Stenographer	034							
Journalism	035	16	2	2	6	1		
Computer Science	036	1						
Geology	037	8	1					
Beauty Culture	038	1	1	5	4	1		
Mathematics	039	2		6	3	1		
Airline Stewardess	040	1	1	12	6	1		

cont'd

Question 5 cont'd

PROGRAM	USE THIS CODE IN ABOVE INDICATED COLUMNS				NO. OF RESPONSES			
	V16	V17	V18	V32	V33	V34		
Interior Design								
Veterinary Medicine	041							
Aviation	042							
Mechanics	043							
Science	044							
Lab Technician	045							
Electronics	046							
Drafting	047							
Game Warden	048							
Undecided	049							
Horticulture	050							
Dental Assistant	051							
Wildlife Management	052							
Exploration Technology	053							
Radio and T.V. Technician	054							
Occupational Therapy	055							
Conservation	056							
Music	057							
Aircraft maintenance	058							
Farmer	059							
Driver	060							
Anthropology	061							
Telephone Company	062							
Pediatrician	063							
Dental Technology	064							
Architecture	065							
Optometry	066							
Plumbing	067							
Psychiatry	068							
Education	069							
Psychology	070							
Surveying	071							
Political Science	072							
Nursing	073							
Not planning to continue	074							
Bible college	075							
Fashion	076							
X-ray technician	077							
Agriculture	078							
Missionary or minister	079							
Plastics	080							
Welding	081							
Telecommunications	082							
Veterinary assistant	083							
Painter and interior decorator	084							
Library worker	085							
Carpentry and woodwork	086							
Autobody	087							
Advertising	088							
Life insurance	089							
High school credits	090							
Farm business management	091							
Crafts	092							
Power engineering	093							
Bookkeeping	094							
Business management	095							
Typing and business machines	096							
Merchandising	097							
Automotive	098							
General interest	099							
	100							

cont'd

Question 6

Insert appropriate no. in above

SONS	C.C. IN COL. 36 V19	NO. OF RESPONSES
No response	0	615
One	1	612
Two	2	159
Three	3	37
Four	4	12
Five	5	5
Total		1,440

Insert appropriate no. in above

DAUGHTERS	C.C. IN COL. 37 V20	NO. OF RESPONSES
No response	0	509
One	1	701
Two	2	171
Three	3	35
Four	4	17
Five	5	4
Seven	7	2
Nine	9	1
Total		1,440

Institution

First listing. . . . C.C. IN COL. 38, 39 & 40 - V21

Second " C.C. IN COL. 41, 42 & 43 - V22

Third " C.C. IN COL. 44, 45 & 46 - V23

In above columns use the same code as for question 5.

Question 7a

RESPONSE	C.C. IN COL. 47 V24	NO. OF RESPONSES
No response	0	87
Yes	1	847
No	2	506
Total		1,440

Question 7b

First listing . . . C.C. IN COL. 48, 49 & 50 - V25

Second " . . . C.C. IN COL. 51, 52 & 53 - V26

RESPONSE	USE THIS CODE IN ABOVE INDICATED COLUMNS	V25	V26
No Response	000	932	1,209
Course of studies not available	001	26	3
Terminate education	002	5	3
Standard too low	003	1	-
Dislike for location	004	30	7
Accommodation	005	13	14
Lack of familiarity with area	006	12	3
Prefer larger city over small town	007	52	16
Teaching staff not to Univ. stds.	008	3	2
No relatives there	009	32	13
Course quality would have to be examined	010	19	3
No work opportunities	011	6	1
Too close to home	012	3	-
Desire to complete education at one institution	013	14	1
Friends there	014	-	-
Preference for location	015	1	-
Degree sought	016	4	12
Perceived lack of part-time work	017	2	1
No excitement	018	-	-
Desire to travel and meet people	019	-	1
Better living conditions	020	-	-

cont'd

Question 7b cont'd

RESPONSE	USE THIS CODE IN ABOVE INDICATED COLUMNS	V25	V26
Better employment opportunities	021	-	-
Too crowded	022	-	-
School too small and personal	023	-	3
Moving to Edmonton	024	2	-
Higher quality of instruction elsewhere	025	10	5
Limited educational opportunities	026	13	8
More facilities in a larger center	027	24	18
Dislike for people in location	028	-	-
Travelling distance same or closer to Edmonton	029	17	8
Moving	030	4	1
No financial support	031	1	-
No friends here	032	4	4
Unaware of what this institution offers	033	7	5
School is old and unimpressive	034	-	-
Proximity to home	035	10	1
Lack of recreational activity	036	4	5
Better living conditions elsewhere	037	6	6
Personal reasons	038	2	-
Too far to travel from home	039	57	6
Want a change (novelty)	040	1	-
Economic reasons	041	12	6
Dislike for campus	042	-	2
Plan to attend N.A.I.T.	043	2	5
Not the best facilities	044	8	6
Prefer to take education in Saskatchewan	045	5	2
Already decided to attend elsewhere	046	22	5
Inconvenient transportation	047	38	19
Wish to establish independence ("be on own")	048	3	1
Don't want to stay in own home town	049	1	2
Does not have established reputation	050	3	2
Too far from Edmonton	051	-	-
Alberta Students get first choice	052	-	-
Would rather take courses at own home town	053	8	16
Lacking Christian atmosphere (religious convictions)	054	2	1
Move often -- because of type of work	055	3	3
Undecided as to vocation	056	4	-
Inconvenient	057	12	-

Question 8a

First listing. . . C.C. IN COL. 54, 55 & 56 - V27

Second " . . . C.C. IN COL. 57, 58 & 59 - V28

LOCATION	USE THIS CODE IN ABOVE INDICATED COLUMNS	V27	V28
No Response	000	95	1,219
Edmonton	001	430	50
Calgary	002	20	29
Vermilion	003	265	45
Saskatoon	004	32	4
Wainwright	005	40	5
Regina	006	-	-
Lethbridge	007	1	3
Winnipeg	008	-	-
Vancouver	009	3	-
Montreal	010	-	-
Camrose	011	134	18
Wetaskiwin	012	-	-
Red Deer	013	8	3
Lloydminster	014	194	10
Kamloops	015	7	-
Fort St. John	016	-	-
Undecided	017	22	-
Yorkton	018	1	-
British Columbia	019	-	-
Los Angeles	020	-	-
Washington State University	021	-	-
Canberra, Australia	022	-	-
Ranfurly, Alberta	023	-	-
Toronto	024	1	-
New York	025	-	-
London	026	1	-
Vegreville	027	48	13
Lac La Biche	028	10	3
Colorado	029	-	-
Plamondon	030	-	-
Honolulu	031	-	-
Switzerland	032	-	-
Ontario	033	1	-
Killam	034	3	1
Fort McMurray	035	-	-
Greenshields	036	-	-
Boston	037	-	-
Port Arthur, Ont.	038	-	-
Nearest suitable location to home	039	9	3

cont'd

Question 8a cont'd

LOCATION	USE THIS CODE IN ABOVE INDICATED COLUMNS	V27	V28
Olds	040	1	-
Lamont	041	1	-
Grande Prairie	042	-	-
North Battleford	043	3	3
Berkeley, Calif.	044	-	-
Copenhagen	045	-	-
Billings, Montana	046	-	-
St. Paul	047	20	10
Hinton	048	-	-
U.S.A.	049	-	-
Banff	050	1	-
Clare Fountain, N.B.	051	-	-
A larger city	052	3	-
Grand Center	053	11	-
Bonnyville, Alberta	054	19	3
European university	055	-	-
Eugene, Oregon	056	-	-
Nova Scotia university	057	-	-
Kingston, Ont.	058	1	1
England	059	-	-
A new town or city	060	2	1
Marwayne	061	-	-
Jasper, Alberta	062	-	-
Victoria, B.C.	063	1	1
Bozeman, Montana	064	-	-
Lougheed, Alberta	065	1	-
Minneapolis, Min.	066	-	-
London, Ont.	067	-	-
Kelowna	068	-	-
Manville	069	2	2
Cambridge	070	-	-
Stettler	071	1	1
Hardisty	072	1	-
Myrnam	073	2	-
Provost	074	-	1
Two Hills	075	3	2
Ottawa	076	1	-
Daysland	077	6	1
Meadow Lake, Sask.	078	1	-
Eston, Sask.	079	-	-
Kitscotty	080	-	-
Overseas or other country	081	-	-
Peace River	082	-	-
Fort Smith, N.W.T.	083	-	-
Paris, France	084	-	-
Medium sized town or city	085	2	1
Cold Lake	086	2	-
Pomona, Calif.	087	-	-
Oxford	088	-	-
Forestburg	089	1	-
Nellburg	090	-	-
Sherwood Park	091	1	-
Derwent	092	-	1
St. Albert	093	1	1
Lamoni, Iowa	094	1	-
Independence, Missouri	095	-	1
Smoky Lake	096	1	-
Lashburn, Sask.	097	2	-
Irma	098	1	-
Glendon	099	2	-
Small town in northern Alberta or B.C.	100	-	-
Private school in Europe	101	-	-
Prince George, B.C.	102	-	-
A town in center of an agricul. com.	103	-	-
Arizona	104	-	-
Halifax	105	-	-
Quebec City	106	-	-
Provoe, Utah	107	-	-
Fairview	108	-	-
Clandonald, Alberta	109	1	-
Kansas City	110	-	-
Melbourne, Australia	111	-	-
Essondale, B.C.	112	-	-
Maritimes	113	-	-
Maidstone	114	-	-
Moosejaw, Sask.	115	-	-
Edson, Alberta	116	-	-
San Francisco	117	-	-
Three Hills	118	-	-
Medicine Hat	119	-	-
Loon Lake	120	1	-
Sydney, Australia	121	-	-
Detroit	122	-	-
Phoenix, Arizona	123	-	-
Inuvik, N.W.T.	124	-	-
Pierceland, Alberta	125	-	-
Caron, Sask.	126	-	-
Viking	127	6	1

cont'd

Question 8a cont'd

LOCATION	USE THIS CODE IN ABOVE INDICATED COLUMNS	V27	V28
C.F.B. Medley Area, Alberta	128	-	-
Prince Albert, Sask.	129	-	-
Kelowna, B.C.	130	-	-
Strom, Alberta	131	2	-
Sedgwick	132	1	-
New Westminster	133	1	-
Small town	134	2	2
Heinsburg	135	1	-
Andrew	136	2	-
Slave Lake, Alberta	137	1	-
Elk Point	138	-	1
Chauvin	139	1	-
University of Montana	140	1	-
Total		1,440	1,440

Question 8a

First listing - - - C.C. IN COL. 60, 61 & 62 - V29
 Second " - - - C.C. IN COL. 63, 64 & 65 - V30

REASON	USE THIS CODE IN ABOVE INDICATED COLUMNS	V29	V30
No Response - - - - -	000	161	256
Entrance requirements - - - - -	001	1	-
Proximity to home - - - - -	002	430	50
Availability of courses - - - - -	003	38	23
Personal interest in field - - - - -	004	2	-
Knowledge of (opportunities) place - - - - -	005	12	22
Escape from home - - - - -	006	1	6
Tuition less - - - - -	007	1	-
Have to live at home - - - - -	008	126	26
Parents insist - - - - -	009	1	-
Attraction to larger city - - - - -	010	7	6
Institution recognized in field - - - - -	011	29	6
Religious conviction - - - - -	012	-	-
Testimony of other students - - - - -	013	6	-
Interested in hairdressing - - - - -	014	-	-
Relatives live there - - - - -	015	56	28
Presence of acquaintances - - - - -	016	4	2
Availability of summer courses - - - - -	017	-	-
Large choice of school activities - - - - -	018	-	-
Proximity to work opportunities - - - - -	019	17	6
Escape from relatives - - - - -	020	-	-
Peaceful campus - - - - -	021	2	2
That is location of institution - - - - -	022	22	6
Not as crowded - - - - -	023	9	6
Superior accommodation - - - - -	024	11	4
Preference for location - - - - -	025	50	20
Brevity of course - - - - -	026	-	-
Better living conditions - - - - -	027	2	1
Cost of living lower - - - - -	028	11	33
Desire to continue education - - - - -	029	4	1
Preference for small city - - - - -	030	45	31
Personal reasons - - - - -	031	3	2
Meet different people - - - - -	032	1	3
Same hunting opportunities - - - - -	033	-	-
Wish to remain in Alberta - - - - -	034	2	-
Lack of employment opportunities - - - - -	035	1	-
Opportunities for recreation - - - - -	036	8	7
Support for community college - - - - -	037	5	3
High quality teaching - - - - -	038	11	5
Desire to travel - - - - -	039	-	1
Large choice of institutions - - - - -	040	12	3
Large choice of cities - - - - -	041	-	-
Desire to learn new language - - - - -	042	-	-
Have living accommodation here - - - - -	043	31	36
Research facilities available - - - - -	044	-	-
Economic reasons - - - - -	045	65	54
Large enough to support a college - - - - -	046	17	-
The weather - - - - -	047	1	3
First year university is similar everywhere - - - - -	048	2	-
Would like to see facilities enlarged - - - - -	049	22	28
Transportation convenient - - - - -	050	67	28
A change of scenery - - - - -	051	2	-
Good opportunities - - - - -	052	15	16
Better facilities - - - - -	053	19	18
Don't know - - - - -	054	2	-
People are friendly - - - - -	055	-	2
Wish to see eastern Canada - - - - -	056	1	-
Religious affiliation same as own - - - - -	057	-	3
Because it is the home town - - - - -	058	22	3
More often - - - - -	059	2	-
Influence of friends and relatives - - - - -	060	1	-
More remuneration for work - - - - -	061	-	-
No pollution - - - - -	062	1	-
Wish to stay in Saskatchewan - - - - -	063	2	2
Indeed Sask. Ed. System transition - - - - -	064	-	1
In my place offering it - - - - -	065	-	2
Also economic situation of local area - - - - -	066	1	4
French environment - - - - -	067	1	1
Prefer smaller institution - - - - -	068	2	6
Relative attended or attending - - - - -	069	3	4
Plan to settle there - - - - -	070	4	2
Lack of evangelical theological training in Saskatchewan educational institutions - - - - -	071	1	-

Question 9a

RESPONSE	C.C. IN COL. 66 V31	NO. OF RESPONSES
No response - - - - -	0	90
Yes - - - - -	1	879
No - - - - -	2	471
Total - - - - -		1,440

Question 9b

Response

First listing - - - C.C. IN COL. 67, 68 & 69 - V32
 Second " - - - C.C. IN COL. 70, 71 & 72 - V33
 Third " - - - C.C. IN COL. 73, 74 & 75 - V34

Choose code for above columns from question 5 -- Institution.

APPENDIX C

Sample Letters

SPONSORED BY

THE W. K. KELLOGG FOUNDATION

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION



THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

May 5, 1971

Dr. J. E. Reid
Director of Operational Research
Department of Education, Province of Alberta
501 Administration Building
Edmonton, Alberta

Dear Sir:

As a M. Ed. student in the Department of Educational Administration at the University of Alberta, my work has involved me in the study of student-parent post-secondary educational needs and aspirations in the Vermilion region of Alberta.

One of the facets of the study requires establishing the number of high school students in the Vermilion region. I am particularly interested in the present (1970-71) number of students in grade ten, eleven and twelve in high schools located within the boundary on the enclosed map. This will allow me to draw certain inferences in regard to possible enrollments at the Alberta Agricultural and Vocational College at Vermilion.

An attempt has been made to identify most of the high schools within the boundary on the attached list which can be completed and returned to the undersigned. It would be appreciated if high schools within the boundary which have been omitted from the list, be added.

Thank you for considering this request.

Yours truly,

P. L. Strohschein, P. Eng.

THE COLLEGE ADMINISTRATION PROJECT

SPONSORED BY

THE W. K. KELLOGG FOUNDATION



FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

March 18, 1971

Mr. J.E. Weymark
Associate Deputy Minister of
Education-Administration
Of the Province of Saskatchewan
Avord Tower, 2002 Victoria
Regina, Sask.

Dear Sir:

As a M.Ed. student in the Department of Educational Administration at the University of Alberta, my work has involved me in the study of student-parent post-secondary educational needs and aspirations in the Vermilion region of Alberta.

One of the facets of the project requires establishing the number of high school students in the Vermilion region.

Because students from Saskatchewan have attended the A.A.V.C. at Vermilion in the past, I am particularly interested in the present (1970-71) number of students in grades ten, eleven and twelve of high schools located within the boundary on the enclosed map.

This will allow me to draw certain statistical inferences based on the sampled data already in my possession.

If the information is not available in the form described above, I would appreciate receiving any documentation from which the necessary information could be gleaned.

Thank you for considering this request.

Yours truly,

P.L. Strohschein, P. Eng.

B30000